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**A REPORT
OF
THE PILOT STUDY
ON
COMPARISON
OF
PRIMARY SCHOOLS AND SHISHU SHIKSHA KENDRAS
IN THE DISTRICTS
OF
HOOGHLY & SOUTH 24 PARGANAS**

STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING

(WEST BENGAL)

25 / 3, BALLYGUNGE CIRCULAR ROAD, KOLKATA - 700019



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State Council of Educational Research & Training (WB)

25 / 3, Ballygunge Circular Road, Kolkata - 700019



**A REPORT OF THE PILOT STUDY ON COMPARISON OF PRIMARY SCHOOLS
AND SHISHU SHIKSHA KENDRAS IN THE DISTRICTS OF HOOGHLY & SOUTH
24 PARGANAS**

- A report of the project carried out by SCERT(WB) in collaboration with DIETs of HOOGHLY , SOUTH 24 PARGANAS & DPO,SSM , SOUTH 24 PARGANAS in sampled schools in Hooghly & South 24 Parganas with financial assistance from Paschim Banga Sarva Shiksha Mission in the financial year 2010-11.

RESEARCH TEAMS

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6. Lecturers of PTTI , Itachuna, Hooghly
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1. Assistant Technicians, DIET Howrah

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INTRODUCTION

The Hon'ble MIC, School Education Department, Government of West Bengal desired in a meeting on 09.11.10 that SCERT (WB) may initiate a pilot study on "Comparison between Shishu Shiksha Kendras and Primary Schools". It was also desired that the report of the study be submitted within 15th January, 2011.

Accordingly SCERT proposed the study on a pilot basis in five Gram Panchayets in each of the two districts of West Bengal, namely, South 24 Parganas and Hooghly.

In each Gram Panchayet, the study would focus on all the students of Classes II & III of 1 Primary School and 1 SSK situated within one kilometer of each other. Thus the study was carried out in 5 Primary Schools and 5 SSKs in each of the two districts.

The study was conducted by the faculties of DIETs, PTTIs and the DPO, SSM, South 24 Parganas.

The tools were designed for

- Collection of information from schools / SSKs regarding PTR, SCR etc.,
- Recording observations regarding school and classroom environment, teaching – learning process, etc.,
- Assessing attainment of various competencies by the students in Bengali, English and Mathematics,
- Assessing attainment of general competencies by the students regarding their home, school and social environment.

On 29.11.10 & 16.12.10, the different aspects of the project were deliberated in detail with all the concerned officials of SCERT (WB), DIETs of Hooghly & South 24 Parganas and tools were finalised. It was directed to the DIETs to identify, select the Primary schools & SSKs and form the five teams per district comprising two faculties from DIETs and PTTIs / personnel of DPO, SSM.

On 29.12.2010, in the final planning meeting, it was decided to visit the schools & Kendras on 7th & 8th of January, 2011 and not to deviate from the time line.

Five teams per DIET, each of two personnel, visited the SSKs & the Primary Schools on each of the two days.

INTRODUCTION

The Hon'ble MLC, School Education Department, Government of West Bengal desired in a meeting on 09.11.10 that SCERT (WB) may initiate a pilot study on "Comparison between Shiksha Kendras and Primary Schools". It was also decided that the report of the study be submitted within 15th January, 2011.

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The study was conducted by the faculties of DIETs, PTIs and the DPO, SSM, South 24 Parganas.

The tools were designed for

- Collection of information from schools & SSKs regarding PTR, SSK etc.
- Recording observations regarding school and classroom environment, teaching-learning process, etc.
- Assessing attainment of various competencies by the students in Bengali, English and Mathematics.
- Assessing attainment of general competencies by the students regarding their home, school and social environment.

On 29.11.10 & 30.11.10, the different aspects of the project were discussed in detail with all the concerned officers of SCERT (WB), DIETs of Hooghly & South 24 Parganas and tools were finalized. It was directed to the DIETs to identify, select the Primary schools & SSKs and form the two teams per district comprising two faculties from DIETs and PTIs, personnel of DPO, SSM.

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Five teams per DIET, each of two personnel, visited the SSKs & the Primary Schools on each of the two days.

The research teams were to bring with them all tabulated evaluation sheets as provided along with all the survey materials on 10.01.11.

There was a "REPORT WRITING" workshop from 10.01.11-12.01.11 where all the research team members remained active participants with their views, observations, comments, etc.

The study involved the following Primary Schools and SSKs from South 24 Parganas-

1. Harapur Purbapara SSK,
2. Sukanta SSK,
3. 12 No. SSK,
4. Bamuni Bangshidhar Smriti SSK,
5. Brihaspatipur SSK,
6. Khayadaha F.P.Schpppl,
7. Rathtala Prathamik Vidyalaya,
8. 3 No. Pally Rakhal Das F.P.,
9. Mukherjee para F.P.School,
10. Hogla Tentulia F.P. School.

The study involved the following Primary Schools and SSKs from Hooghly-

1. Tinna Primary School
2. Iswarchandra Vidyasagar SSK
3. Kodalia Sishu Shiksha Kendra
4. Ravindra Vidyapith -S-10
5. Jamai Jangal Adibasi Primary School
6. Amtala SSK
7. Sekenderpur F.P. School,
8. Bagghata Kalikadanga SSK
9. Meghsar Sialdanga SSK
10. Meghsar Primary School

The research team went to bring with them all tabulated evaluation sheets as provided along with all the survey materials on 10.01.11.

There was a "REPORT WRITING" workshop from 10.01.11-12.01.11 where all the research team members remained active participants with their views, observations, comments, etc.

The study involved the following Primary Schools and SSKs from South 24

Parganas-

1. Haripur Pargana SSK,
2. Sutanua SSK,
3. 12 No. SSK,
4. Basanti Pargana SSK,
5. Bhupatpur SSK,
6. Kharabha P.P. School,
7. Kharabha Pargana SSK,
8. Kharabha Pargana P.P. School,
9. Kharabha Pargana P.P. School,
10. Kharabha Pargana P.P. School.

The study involved the following Primary Schools and SSKs from Hooghly-

1. Tinnai Primary School,
2. Kharabha Pargana SSK,
3. Kharabha Pargana SSK,
4. Kharabha Pargana SSK,
5. Kharabha Pargana SSK,
6. Kharabha SSK,
7. Kharabha P.P. School,
8. Kharabha Pargana SSK,
9. Kharabha Pargana SSK,
10. Kharabha Pargana SSK.

The following personnel from DIET Hooghly & South 24 Parganas and DPO, SSM, South 24 Parganas conducted the survey at the district level –

1. Dr. Anu Malik (Koley), Sr. Lecturer, DIET, Hooghly
2. Smt. Shovana Shee, Principal, CCTA PTTI, Hooghly
3. Dr. Tapas Sarkar, Sr. Lecturer, Itachuna PTTI
4. Sk. Tamojit Ali, Lecturer, Itachuna PTTI
5. Smt. Dipti Sengupta, Lecturer, Gandhigram PTTI, Hooghly
6. Shri Malay Kumar Ganguly, Sr. Lecturer, DIET, Hooghly
7. Smt. Ruma Maity, Sr. Lecturer, DIET, Hooghly
8. Smt. Sudeshna Moitra, Librarian, DIET, Hooghly
9. Smt. Sulekha Neogi (Dhar), Lecturer, Gandhigram Govt PTTI, Hooghly
10. Smt. Alpana Majumder, Music Teacher, Gandhigram Govt PTTI, Hooghly
11. Dr. Shukla Datta, Sr. Lecturer, DIET, South 24 Parganas
12. Smt. Nandita Datta, Sr. Lecturer, DIET, South 24 Parganas
13. Sri Sunanda Roy, Sr. Lecturer, DIET South 24-Pgns.
14. Sri Swapan Kr. Das, Sr. Lecturer, DIET South 24-Pgns
15. Smt. Sukla Sarkar, Sr. Lecturer, DIET, South 24 Parganas
16. Smt. Jayita Gangopadhyay, Assistant Technician (ET), DIET, South 24 Parganas
17. Smt. Bina Majumder, Pedagogy Coordinator, DPO, SSM, South 24 Parganas
18. Smt. Soma Mukherjee, DQMT, DPO, SSM, South 24 Parganas
19. Smt. Swapna Bhattacharya, DQM Team Member, SSM, South 24 Parganas
20. Smt. Anima Bag, DQM Team Member, SSM, South 24 Parganas

Besides the persons named above, SCERT received immense support from the following two technicians for entry and organization of data:-

21. Smt. Rituparna Mukherjee, Assistant Technician (Comp), DIET, Howrah,
22. Smt. Soma Goswami, Assistant Technician (ET), DIET, Howrah

We are also immensely thankful to the SPO, PBSSM ; Chairmen of DPSC Hooghly & South 24 Parganas ; DPO, SSM, South 24 Parganas and the Principals of DIETs Hooghly & South 24 Parganas for their support in the study.

The following personnel from DIET Hooghly & South 24 Parganas and DPO, SSM.

South 24 Parganas conducted the survey at the district level -

1. Dr. Anu Malik (Kalyan), Sr. Lecturer, DIET, Hooghly
2. Sr. Shreevastu Sheel, Principal, CETA FTTL, Hooghly
3. Mr. Tapas Sarkar, Sr. Lecturer, Teacher PTTI
4. Sr. Tanuati Ali, Lecturer, Teacher PTTI
5. Sr. Pihu Sengupta, Lecturer, Gandhinagar PTTI, Hooghly
6. Sr. Malay Kumar Ganguly, Sr. Lecturer, DIET, Hooghly
7. Sr. Kumar Manoj, Sr. Lecturer, DIET, Hooghly
8. Sr. Subashis Mishra, Librarian, DIET, Hooghly
9. Sr. Subashis Neogi (Din), Lecturer, Gandhinagar Govt PTTI, Hooghly
10. Sr. Alpana Majumdar, Music Teacher, Gandhinagar Govt PTTI, Hooghly
11. Dr. Shukla Datta, Sr. Lecturer, DIET, South 24 Parganas
12. Sr. Vandana Datta, Sr. Lecturer, DIET, South 24 Parganas
13. Sr. Samanta Ray, Sr. Lecturer, DIET, South 24 Parganas
14. Sr. Swapan K. Das, Sr. Lecturer, DIET, South 24 Parganas
15. Sr. Subla Sarkar, Sr. Lecturer, DIET, South 24 Parganas
16. Sr. Jayita Gangopadhyay, Assistant Lecturer, DIET, South 24 Parganas
17. Sr. Bina Majumdar, Pedagogy Coordinator, DPO, SSM, South 24 Parganas
18. Sr. Soma Mukherjee, DDMT, DPO, SSM, South 24 Parganas
19. Sr. Suman Bhattacharya, DDM Train Member, SSM, South 24 Parganas
20. Sr. Anupa Das, DDM Train Member, SSM, South 24 Parganas

Besides the persons named above, SCERT received immense support from the

following two institutions for entry and organization of data:-

21. Sr. Ranuana Mukherjee, Assistant Technician (Comp), DIET, Howrah
22. Sr. Soma Ghosh, Assistant Technician (ET), DIET, Howrah

We are also immensely thankful to the SPO, PWSM ; Chairman of DPO Hooghly & South 24 Parganas ; DPO, SSM ; South 24 Parganas and the Principals of DIET, Hooghly & South 24 Parganas for their support in the study.

COMPARISON BETWEEN PRIMARY SCHOOLS & SSKs

The comparison arrayed below is drawn on the basis of data collected from 10 primary schools and 10 SSKs of the two districts selected for carrying out this pilot study. The highlights of this comparison may be summarized as follows:-

- Number of teachers in surveyed primary schools is 48, and the number of Sahayikas is 31 in the surveyed SSKs.
- Percentage of male teachers is higher in the primary schools visited (67%, as against 33% female teachers), whereas Sahayikas predominate in the SSKs (97%).
- More than half the teachers (53%) in the primary schools are graduates. As for the Sahayikas, more or less similar percentages have completed Madhyamik, Higher Secondary and graduation.
- Less than half (46%) of the primary teachers have received professional training (PTTI / JBT). In case of SSK, this is 3%.
- New recruits are absent in the surveyed SSKs. Most of the Sahayikas have more than 5 years' teaching experience.
- 58% of the Sahayikas reside within 1 km of the SSKs. 42% of the primary teachers live at a distance greater than 10 km.
- Number of students in surveyed primary schools is 1502, and 968 in the surveyed SSKs.
- Percentage of overage children is higher (21%) in the SSKs visited for the purpose of carrying out the study.
- Pupil Teacher ratio (PTR) is in general higher in the surveyed primary schools. Student Classroom Ratio (SCR) is higher for the surveyed SSKs. Half of the surveyed SSKs have 2 classrooms and 3 SSKs have only 1 hall.

COMPARISON BETWEEN PRIMARY SCHOOLS & SSKS

The comparison presented below is drawn on the basis of data collected from 16 primary schools and 16 SSKs of the two districts selected for carrying out this pilot study. The highlights of this comparison may be summarized as follows:-

- Number of teachers in surveyed primary schools is 48, and the number of Subangins is 31 in the surveyed SSKs.
- Percentage of male teachers is higher in the primary schools visited (67%) as against 55% female teachers, whereas Subangins participate in the SSKs (37%).
- More than half the teachers (51%) in the primary schools are graduates. As for the Subangins, more or less similar percentages have completed Matriculation, Higher Secondary and graduation.
- Less than half (46%) of the primary teachers have received professional training (PPTT/3B1) in case of SSK, this is 1%.
• New recruits are absent in the surveyed SSKs. Most of the Subangins have more than 5 years' teaching experience.
- 75% of the Subangins reside within 1 km of the SSKs, 43% of the primary teachers live at a distance greater than 10 km.
- Number of students in surveyed primary schools is 1503, and 908 in the surveyed SSKs.
- Percentage of overage children is higher (21%) in the SSKs visited for the purpose of carrying out the study.
- Pupil/Teacher ratio (PTR) is in general higher in the surveyed primary schools. Student/Classroom Ratio (SCR) is higher for the surveyed SSKs. Half of the surveyed SSKs have 2 classrooms and 3 SSKs have only 1 hall.

THE COMPARISON TABLE

CRITERION	PRIMARY SCHOOLS	SSKs
TEACHERS		
Total number of teachers	48	31
Gender distribution of teachers		
Male Teachers	67%	3%
Female Teachers	33%	97%
Educational Qualification		
Madhyamik	21%	36%
Higher Secondary	23%	32%
Graduate	53%	32%
Postgraduate	3%	-
Professional Qualification		
PTTI / JBT	46%	3%
Teaching Experience (in years)		
Less than 1 year	21%	-
More than 1 year, less than or equal to 5 years	21%	29%
More than 5 years, less than or equal to 10 years	25%	61%
Above 10 years	33%	10%
% of teachers residing at a particular distance		
Within 1 km	8%	58%
More than 1 km, less than 3 km	29%	26%
More than 3 km, less than 10 km	21%	16%
Beyond 10 km	42%	-

THE COMPARISON TABLE

CRITERION		PRIMARY SCHOOLS	SSKS
TEACHERS			
Total number of teachers		48	31
Gender distribution of teachers			
Male Teachers		67%	38%
Female Teachers		33%	62%
Professional Qualification			
Matriculant		21%	38%
Higher Secondary		33%	32%
Graduate		33%	13%
Postgraduate		1%	-
Professional Qualification			
PTT/IBT		46%	3%
Teaching Experience (in years)			
Less than 1 year		21%	-
More than 1 year, less than or equal to 2 years		25%	3%
More than 2 years, less than or equal to 10 years		33%	6%
Above 10 years		21%	10%
% of teachers residing at a particular distance			
Within 1 km		8%	26%
More than 1 km, less than 3 km		25%	3%
More than 3 km, less than 10 km		31%	10%
Beyond 10 km		4%	-

CRITERION	PRIMARY SCHOOLS	SSKs
STUDENTS		
Total number of students	1502	968
Distribution of students		
Boys	51%	49%
Girls	49%	51%
Underage children	1%	2%
Overage children	6%	21%
SC	51%	57%
ST	11%	7%
OBC	0.3%	4%
Muslims	20%	22%
GENERAL		
Pupil Teacher Ratio		
Upto 35:1	70% schools	90% SSKs
36:1 to 60:1	30% schools	10% SSKs
Student Classroom Ratio		
Upto 40:1	60% schools	50% SSKs
41:1 to 100:1	40% schools	30% SSKs
More than 100:1	-	20% SSKs
Number of classrooms		
1	-	30%
2	20%	50%
3	30%	-
4	20%	20%
6	20%	-
10	10%	-

CRITERION		PRIMARY SCHOOLS	SSKs
STUDENTS			
Total number of students		1500	500
Distribution of students			
Boys		21%	40%
Girls		40%	21%
Language children		1%	2%
Overage children		6%	21%
SC		21%	27%
ST		11%	7%
OBC		63%	4%
Muslims		3%	2%
GENERAL			
Pupil Teacher Ratio			
Up to 32:1		70% schools	90% SSKs
36:1 to 50:1		30% schools	10% SSKs
Student Classroom Ratio			
Up to 40:1		60% schools	50% SSKs
41:1 to 100:1		40% schools	30% SSKs
More than 100:1			20% SSKs
Number of classrooms			
1			50%
2		40%	20%
3		50%	-
4		20%	20%
5		30%	-
10		10%	-

The comparison arrayed below is drawn on the basis of data collected from 10 primary schools and 10 SSKs of the two districts selected for carrying out this pilot study. The highlights of this comparison may be summarized as follows:-

DATA COLLECTED FROM CLASS ROOM OBSERVATION **SCHEDULE FOR PRIMARY SCHOOLS**

1. Among the surveyed Primary School 80% Primary Schools start at 11 a.m. and close at 4 p.m. whereas 20% Primary Schools start at 10.30 a.m. and close at 3.30 p.m.
2. Mid Day Meal (MDM) was supplied regularly in the 90% of the Primary Schools.
3. Teachers serve MDM only in the 10% of the surveyed primary schools.
4. The time tables of class – II and class – III in 80% of the surveyed primary schools include play time.
5. The environment of 70% of the surveyed primary schools is clean.
6. In 70% of the primary schools, story telling is an activity.
7. 80% of the surveyed Primary Schools have toilets for students.
8. 70% of the surveyed Primary Schools are easily accessible.

DATA COLLECTED FROM CLASS ROOM OBSERVATION **SCHEDULE FOR SSKs**

1. 50% of the surveyed SSKs start at 11 a.m. and close at 4 p.m. 40% of the surveyed SSKs start at 10.30 a.m. and closed at 3 p.m. Only 10% of the surveyed SSKs start at 7 a.m. and close at 10 a.m.
2. In all the surveyed SSKs, MDM is supplied regularly.
3. In 50% of the surveyed SSKs, MDM is served by the Sahayikas.
4. 80% of the surveyed SSKs have play time.
5. The environment of 80% of the surveyed SSKs is clean.
6. In 50% of the cases there is no story telling.
7. 80% of the surveyed SSKs have toilets for students.
8. 60% of the surveyed SSKs are easily accessible.

The comparison surveyed below is drawn on the basis of data collected from 10 primary schools and 10 SSKs of the two districts selected for carrying out this pilot study. The highlights of this comparison may be summarised as follows:-

DATA COLLECTED FROM CLASS ROOM OBSERVATION SCHEDULE FOR PRIMARY SCHOOLS

1. Among the surveyed Primary School 80% Primary Schools start at 11 a.m. and close at 4 p.m. whereas 20% Primary Schools start at 10.30 a.m. and close at 3.30 p.m.
2. Mid Day Meal (MDM) was supplied regularly in the 90% of the Primary Schools.
3. Teachers serve MDM only in the 10% of the surveyed primary schools.
4. The time tables of class - II and class - III in 80% of the surveyed primary schools include play time.
5. The environment of 70% of the surveyed primary schools is clean.
6. In 70% of the primary schools, story telling is an activity.
7. 80% of the surveyed Primary Schools have toilets for students.
8. 70% of the surveyed Primary Schools are easily accessible.

DATA COLLECTED FROM CLASS ROOM OBSERVATION SCHEDULE FOR SSKS

1. 50% of the surveyed SSKs start at 11 a.m. and close at 4 p.m. 40% of the surveyed SSKs start at 10.30 a.m. and close at 3 p.m. 10% of the surveyed SSKs start at 7 a.m. and close at 10 a.m.
2. In all the surveyed SSKs, MDM is supplied regularly.
3. In 50% of the surveyed SSKs, MDM is served by the Sahayikas.
4. 80% of the surveyed SSKs have play time.
5. The environment of 80% of the surveyed SSKs is clean.
6. In 50% of the cases there is no story telling.
7. 80% of the surveyed SSKs have toilets for students.
8. 60% of the surveyed SSKs are easily accessible.

THE COMPARISON TABLE OF CLASS ROOM OBSERVATION OF TEACHERS

SL. No.	CRITERION	PRIMARY SCHOOLS	SSKs
CLASS II			
1.	Participation in Plays/games	50%	60%
2.	Smiling during classroom interaction		
	Always	30%	30%
	Sometimes	60%	70%
	Never	10%	-
3.	Angry during classroom interaction		
	Always	-	-
	Sometimes	40%	40%
	Never	60%	60%
4.	Children confiding in the teacher		
	Always	30%	30%
	Sometimes	69%	70%
	Never	1%	-
5.	Use of Toys/Pictures during teaching		
	Always	10%	-
	Sometimes	60%	40%
	Never	30%	60%
6.	Use of Examples during teaching	70%	80%
7.	Use of Black Board		
	Always	40%	20%
	Sometimes	40%	50%
	Never	20%	30%
8.	Position of Teacher during teaching		
	Remain standing	40%	20%
	Move around	40%	60%
	Sit on a chair	20%	20%
9.	Participation in Singing	40%	20%
10.	Participation in Dancing	10%	10%
11.	Participation in drawing pictures	30%	20%
12.	Organisation of Group Activities	50%	30%

**THE COMPARISON TABLE OF
CLASS ROOM OBSERVATION OF TEACHERS**

Sl. No.	Criterion	Primary Schools	SSKs
Class II			
1.	Participation in Discussions	50%	60%
2.	Smiling during classroom interaction		
	Always	10%	30%
	Sometimes	60%	70%
	Never	10%	-
3.	Angry during classroom interaction		
	Always	-	-
	Sometimes	40%	40%
	Never	60%	60%
4.	Children coming in the teacher		
	Always	30%	30%
	Sometimes	60%	70%
	Never	1%	-
5.	Use of 1 story picture during teaching		
	Always	10%	-
	Sometimes	60%	40%
	Never	30%	60%
6.	Use of Examples during teaching	70%	80%
7.	Use of Black Board		
	Always	40%	20%
	Sometimes	40%	50%
	Never	20%	30%
8.	Position of Teacher during teaching		
	Remain standing	40%	20%
	Move around	40%	60%
	Sit on a chair	20%	20%
9.	Participation in singing	40%	50%
10.	Participation in dancing	10%	10%
11.	Participation in drawing pictures	30%	20%
12.	Organisation of Group Activities	50%	30%

SL. No.	CRITERION	PRIMARY SCHOOLS	SSKs
CLASS III			
1.	Participation in Plays/games	60%	30%
2.	Smiling during classroom interaction		
	Always	30%	30%
	Sometimes	70%	70%
	Never	-	-
3.	Angry during classroom interaction		
	Always	-	-
	Sometimes	10%	40%
	Never	90%	60%
4.	Children confiding in the teacher		
	Always	30%	50%
	Sometimes	60%	50%
	Never	10%	-
5.	Use of Toys/Pictures during teaching		
	Always	10%	-
	Sometimes	70%	40%
	Never	20%	60%
6.	Use of Examples during teaching	90%	70%
7.	Use of Black Board		
	Always	50%	10%
	Sometimes	40%	50%
	Never	10%	40%
8.	Position of Teacher during teaching		
	Remain standing	20%	10%
	Move around	70%	80%
	Sit on a chair	10%	10%
9.	Participation in Singing	20%	-
10.	Participation in Dancing	10%	-
11.	Participation in drawing pictures	40%	-
12.	Organisation of Group Activities	20%	30%

Sl. No.	CRITERION	PRIMARY SCHOOLS	SSKs
CLASS III			
1.	Participation in Playgroups	80%	30%
2.	Feeling during classroom interaction		
	Always	30%	10%
	Sometimes	70%	70%
	Never	-	-
3.	Angry during classroom interaction		
	Always	-	-
	Sometimes	10%	40%
	Never	90%	60%
4.	Children confiding in the teacher		
	Always	30%	30%
	Sometimes	60%	30%
	Never	10%	-
5.	Use of Toys/Instruments during teaching		
	Always	10%	-
	Sometimes	70%	40%
	Never	20%	60%
6.	Use of Examples during teaching	80%	70%
7.	Use of Black Board		
	Always	30%	10%
	Sometimes	40%	30%
	Never	30%	40%
8.	Position of Teacher during teaching		
	Random standing	30%	10%
	More formal	70%	80%
	Sit on a chair	10%	10%
9.	Participation in Singing	30%	-
10.	Participation in Dancing	10%	-
11.	Participation in drawing pictures	40%	-
12.	Organisation of Group Activities	30%	30%

THE COMPARISON TABLE OF GENERAL COMPETENCIES AND

GENERAL INFORMATION OF STUDENTS

The comparison arrayed below is drawn on the basis of data collected from 10 primary schools and 10 SSKs of the two districts selected for carrying out this pilot study.

SL. No.	CRITERION	% OF STUDENTS			
		CLASS – II		CLASS – III	
		PRIMARY SCHOOLS	SSKs	PRIMARY SCHOOLS	SSKs
1.	Able to tell their names correctly	100	100	100	100
2.	Able to tell their mothers' names correctly	98	99	99	100
3.	Able to tell their fathers' names correctly	100	100	99	100
4.	Able to tell the name of their villages correctly	83	86	96	88
5.	Able to tell their State's name correctly	36	37	70	55
6.	Able to tell one of the local festival's / mela's name correctly	70	59	82	62
7.	Able to tell the different uses of water correctly	90	94	97	74

THE COMPARISON TABLE OF GENERAL COMPETENCIES AND

GENERAL INFORMATION OF STUDENTS

The comparison entered below is drawn on the basis of data collected from 10 primary

schools and 16 SKAs of the two districts selected for carrying out this pilot study.

Sl. No.	Criterion	% of students			
		Class - II		Class - III	
		Primary SKAs	Schools	Primary SKAs	Schools
1	able to tell their names correctly	100	100	100	100
2	able to tell their numbers names correctly	92	90	99	100
3	able to tell their fathers names correctly	100	100	99	100
4	able to tell the name of their villages correctly	83	86	96	88
5	able to tell their State's name correctly	30	37	70	33
6	able to tell one of the local festival's / mela's name correctly	70	59	83	63
7	able to tell the different uses of water correctly	90	94	97	74

8.	Students' mother are able to read books	60	48	54	39
9.	Students get help from their mothers in their studies	52	50	66	46
10.	Students like to come to school	96	99	90	95
11.	Students use school's toilet	82	96	97	99
12.	Students take resort to private tuition	62	66	72	56
13.	Students are enrolled in another school	17	32	9	19
14.	Students take mid-day-meal	85	99	94	98
15.	Students are able to draw a picture	70	62	88	87
16.	Students are able to recognize the picture of famous persons	68	62	76	73
17.	Students are able to sing a song	43	32	37	42

It is found from the above table that the achievement of students in both primary schools and SSKs is comparable.

8.	Students' mother/uncle able to read books	60	48	54	39
9.	Students get help from their mothers in their studies	52	50	66	44
10.	Students like to come to school	96	90	90	92
11.	Students use school's toilet	83	96	97	99
12.	Students take resort to private tuition	62	66	72	56
13.	Students are enrolled in another school	17	22	30	19
14.	Students take mid-day meal	82	90	94	98
15.	Students are able to draw a picture	70	62	88	83
16.	Students are able to recognize the picture of famous persons	66	60	76	77
17.	Students are able to sing a song	43	30	37	40

THE TABLE ON COMPARISON OF ACHIEVEMENT OF STUDENTS IN SURVEYED PRIMARY SCHOOLS AND SSKs

The comparison arrayed below is drawn on the basis of data collected from 10 primary schools and 10 SSKs of the two districts selected for carrying out this pilot study.

Subjects	Total Marks	Mean Achievement			
		Class-II		Class-III	
		Primary	SSK	Primary	SSK
Bengali Oral	10	6.7	6.4	5.5	6.1
Bengali Written	10	4.2	4.8	3.9	4.2
Bengali Total	20	10.9	11.2	9.4	10.3
English Oral	10	3.2	3.4	4.1	3.5
English Written	10	3.7	4.3	4.8	2.7
English Total	20	6.9	7.7	8.9	6.2
Mathematics Written	10	2.5	3.4	3.7	2.9
Total	50	20.4	23.4	21.9	21.1

The total number of surveyed students in primary schools is-
Class -II : 239 & Class -III: 187

The total number of surveyed students in SSK is-
Class -II : 170 & Class -III : 157

It is found from the above table that the achievement of students in both primary schools and SSKs is comparable.

THE TABLE ON COMPARISON OF ACHIEVEMENT OF STUDENTS IN SURVEYED PRIMARY SCHOOLS AND SSKs

The comparison arranged below is drawn on the basis of data collected from 10 primary schools and 10 SSKs of the two districts selected for carrying out this pilot study.

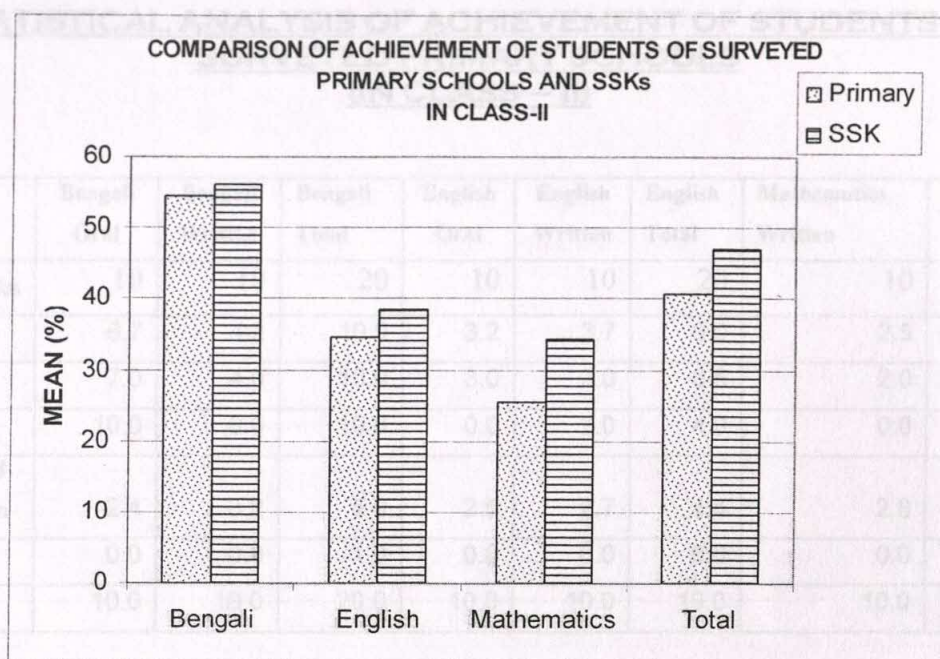
Subjects	Total Marks	Mean Achievement			
		Class-II		Class-III	
		Primary	SSK	Primary	SSK
Bengali Oral	10	6.7	6.1	5.5	6.1
Bengali Written	10	4.5	4.8	3.0	4.5
Total	20	11.2	10.9	8.5	10.6
English Oral	10	3.7	3.4	4.1	3.5
English Written	10	2.7	4.3	4.8	3.7
Total	20	6.4	7.7	8.9	7.2
Mathematics	10	2.5	3.4	3.7	2.0
Total	50	20.4	22.4	21.9	21.1

The total number of surveyed students in primary schools is
Class-II : 209 & Class-III : 187

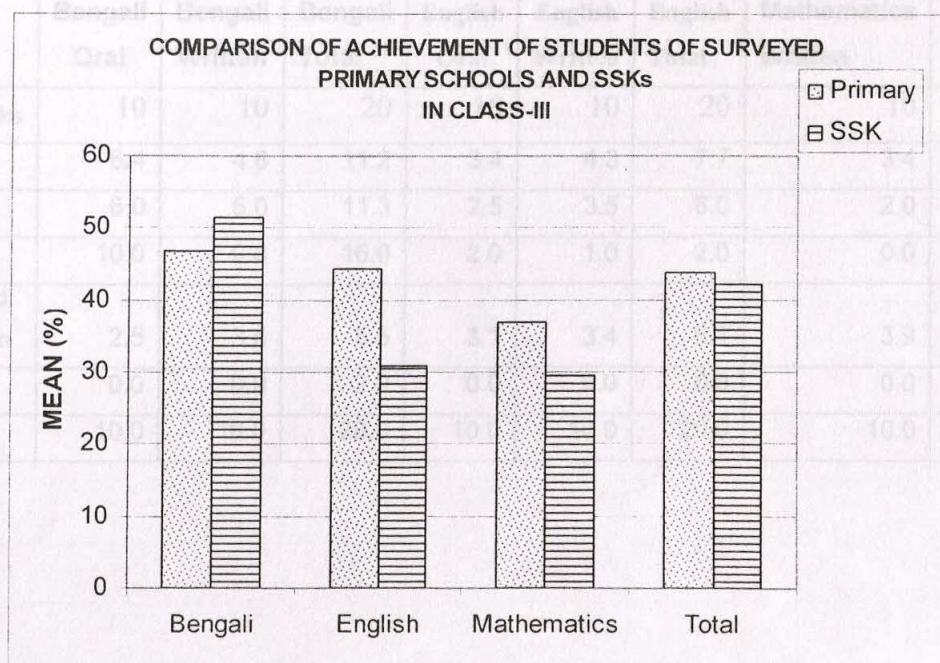
The total number of surveyed students in SSK is
Class-II : 170 & Class-III : 157

It is found from the above table that the achievement of students in both primary schools and SSKs is comparable.

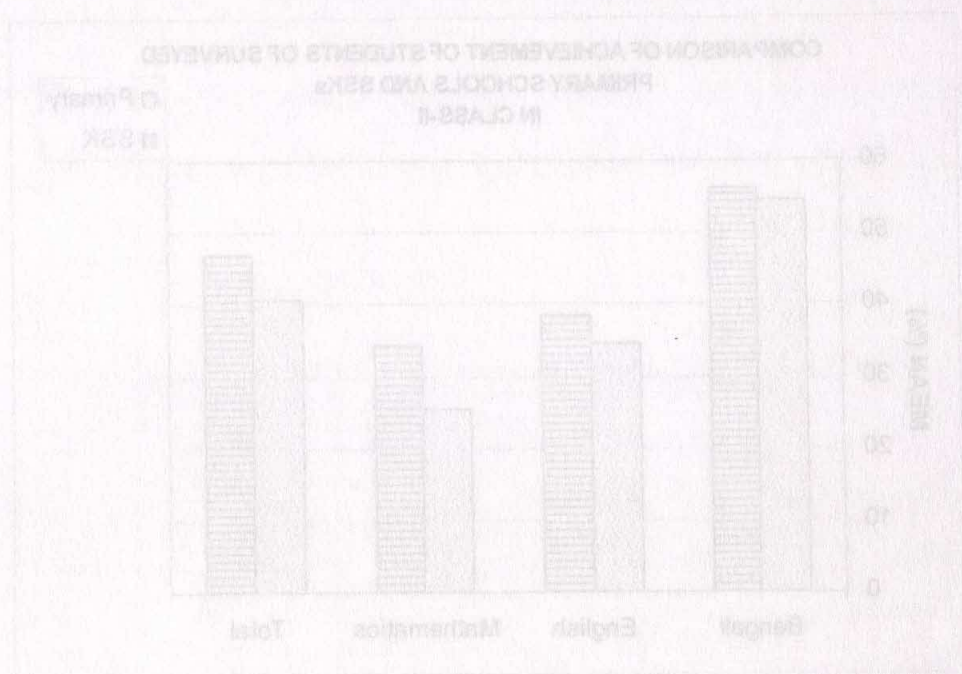
The comparison arrayed below is drawn on the basis of data collected from 10 primary schools and 10 SSKs of the two districts selected for carrying out this pilot study.



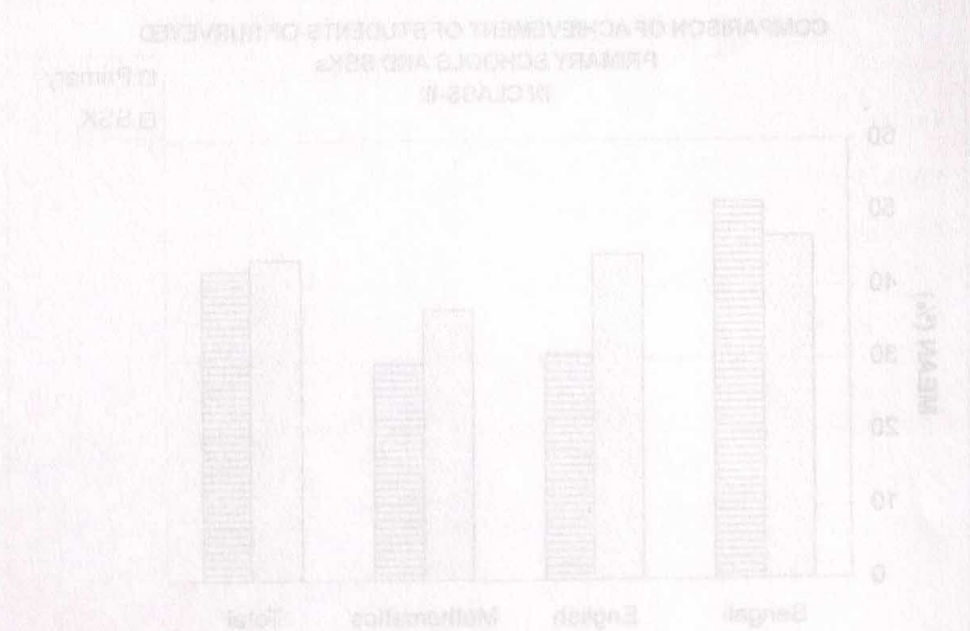
The comparison arrayed below is drawn on the basis of data collected from 10 primary schools and 10 SSKs of the two districts selected for carrying out this pilot study.



The comparison presented below is drawn on the basis of data collected from 10 primary schools and 10 ZSKs of the two districts selected for carrying out this pilot study.



The comparison presented below is drawn on the basis of data collected from 10 primary schools and 10 ZSKs of the two districts selected for carrying out this pilot study.



The comparison arrayed below is drawn on the basis of data collected from 10 primary schools and 10 SSKs of the two districts selected for carrying out this pilot study.

**STATISTICAL ANALYSIS OF ACHIEVEMENT OF STUDENTS OF
SURVEYED PRIMARY SCHOOLS
(IN CLASS – II)**

	Bengali Oral	Bengali Written	Bengali Total	English Oral	English Written	English Total	Mathematics Written	TOTAL
Full Marks	10	10	20	10	10	20	10	50
Average	6.7	4.2	10.9	3.2	3.7	6.9	2.5	20.4
Median	7.0	4.0	10.0	3.0	3.0	6.5	2.0	19.0
Mode	10.0	0.0	10.0	0.0	2.0	4.0	0.0	19.0
Standard Deviation	2.4	3.2	5.0	2.5	2.7	4.4	2.8	10.6
Min	0.0	0.0	1.0	0.0	0.0	0.0	0.0	1.0
Max	10.0	10.0	20.0	10.0	10.0	19.0	10.0	47.5

**STATISTICAL ANALYSIS OF ACHIEVEMENT OF
STUDENTS OF SURVEYED SSKS
(IN CLASS – II)**

	Bengali Oral	Bengali Written	Bengali Total	English Oral	English Written	English Total	Mathematics Written	TOTAL
Full Marks	10	10	20	10	10	20	10	50
Average	6.4	4.8	11.2	3.4	4.3	7.7	3.4	23.5
Median	6.0	5.0	11.3	2.5	3.5	6.0	2.0	20.5
Mode	10.0	0.0	16.0	2.0	1.0	2.0	0.0	10.0
Standard Deviation	2.5	3.5	5.5	3.1	3.4	6.1	3.9	15.5
Min	0.0	0.0	2.0	0.0	0.0	0.0	0.0	2.0
Max	10.0	10.0	20.0	10.0	10.0	20.0	10.0	50.0

The comparison arrayed below is drawn on the basis of data collected from 10 primary schools and 10 SSKs of the two districts selected for carrying out this pilot study.

STATISTICAL ANALYSIS OF ACHIEVEMENT OF STUDENTS OF SURVEYED PRIMARY SCHOOLS (IN CLASS - II)

	Bengali	Bengali	Bengali	English	English	English	Mathematics	TOTAL
Full Marks	10	10	10	10	10	10	10	30
Average	6.7	4.2	10.9	3.2	3.2	8.8	2.2	20.4
Median	7.0	4.0	10.0	3.0	3.0	8.5	2.0	18.0
Mode	10.0	8.0	10.0	0.0	0.0	4.0	0.0	10.0
Standard Deviation	2.4	3.2	2.0	2.2	2.2	4.4	2.8	10.8
Min	0.0	0.0	1.0	0.0	0.0	0.0	0.0	1.0
Max	10.0	10.0	20.0	10.0	10.0	10.0	10.0	47.8

STATISTICAL ANALYSIS OF ACHIEVEMENT OF STUDENTS OF SURVEYED SSKs (IN CLASS - II)

	Bengali	Bengali	Bengali	English	English	English	Mathematics	TOTAL
Full Marks	10	10	20	10	10	20	10	30
Average	6.4	4.8	17.2	2.4	4.4	17.7	3.4	22.2
Median	8.0	8.0	17.5	2.2	3.8	8.0	2.0	20.2
Mode	10.0	0.0	16.0	0.0	1.0	2.0	0.0	10.0
Standard Deviation	2.2	3.2	2.2	2.1	2.4	6.1	3.8	12.2
Min	0.0	0.0	2.0	0.0	0.0	0.0	0.0	2.0
Max	10.0	10.0	20.0	10.0	10.0	20.0	10.0	50.0

The comparison arrayed below is drawn on the basis of data collected from 10 primary schools and 10 SSKs of the two districts selected for carrying out this pilot study.

**STATISTICAL ANALYSIS OF ACHIEVEMENT OF STUDENTS OF
SURVEYED PRIMARY SCHOOLS
(IN CLASS – III)**

	Bengali Oral	Bengali Written	Bengali Total	English Oral	English Written	English Total	Mathematics Written	TOTAL
Full Marks	10	10	20	10	10	20	10	50
Average	5.5	3.9	9.4	4.1	4.8	8.9	3.7	21.9
Median	6.0	3.0	9.0	4.0	4.0	9.0	2.5	21.5
Mode	6.0	0.0	4.0	0.0	0.0	14.0	0.0	7.0
Standard Deviation	2.6	3.0	5.1	2.9	3.5	5.8	3.6	13.2
Min	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0
Max	10.0	10.0	20.0	10.0	10.0	20.0	10.0	49.5

**STATISTICAL ANALYSIS OF ACHIEVEMENT OF STUDENTS IN
CLASS - III OF SURVEYED SSKs
(IN CLASS – III)**

	Bengali Oral	Bengali Written	Bengali Total	English Oral	English Written	English Total	Mathematics Written	TOTAL
Full Marks	10	10	20	10	10	20	10	50
Average	6.1	4.2	10.3	3.5	2.7	6.2	2.9	21.1
Median	6.0	4.0	11.0	4.0	2.0	6.0	2.0	20.5
Mode	6.0	4.0	12.0	0.0	0.0	2.0	0.0	12.0
Standard Deviation	2.5	2.8	4.6	2.8	2.3	4.4	3.4	11.4
Min	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0
Max	10.0	10.0	19.5	9.0	8.0	17.0	10.0	47.0

The comparison analysed below is drawn on the basis of data collected from 10 primary schools and 10 SSAs of the two districts selected for carrying out this pilot study.

STATISTICAL ANALYSIS OF ACHIEVEMENT OF STUDENTS OF SURVEYED PRIMARY SCHOOLS (IN CLASS - III)

	Bengali	Bengali	English	English	English	Mathematics	TOTAL
	Oral	Written	Total	Written	Total	Written	
Full Marks	10	10	10	10	10	10	50
Average	8.5	3.3	9.4	4.1	4.8	3.7	27.3
Median	6.0	3.0	9.0	4.0	9.0	2.8	27.3
Mode	6.0	0.0	4.0	0.0	14.0	0.0	7.0
Standard Deviation	2.8	3.0	5.1	3.3	3.3	3.6	13.3
Min	2.0	0.0	0.0	0.0	0.0	0.0	1.0
Max	10.0	10.0	10.0	10.0	10.0	10.0	49.3

STATISTICAL ANALYSIS OF ACHIEVEMENT OF STUDENTS IN CLASS - III OF SURVEYED SSAs (IN CLASS - II)

	Bengali	Bengali	English	English	English	Mathematics	TOTAL
	Oral	Written	Total	Written	Total	Written	
Full Marks	10	10	10	10	10	10	50
Average	6.1	4.2	10.3	3.8	2.7	2.9	27.1
Median	6.0	4.0	11.0	4.0	3.0	2.0	30.0
Mode	6.0	4.0	12.0	0.0	0.0	0.0	15.0
Standard Deviation	2.2	2.8	4.8	2.8	2.3	3.4	11.4
Min	0.0	0.0	0.0	0.0	0.0	0.0	2.0
Max	10.0	10.0	12.0	8.0	17.0	10.0	45.0

OBSERVATIONS BASED ON FIELD NOTES

The observation arrayed below is drawn on the basis of field notes collected by the Observers from 10 primary schools and 10 SSKs of the two districts selected for carrying out this pilot study. A detailed discussion was held for two days at SCERT (WB). The highlights of the discussion may be summarized as follows:-

1. General Infrastructure

• SCHOOL BUILDING

We may safely say that primary schools have better infrastructure than SSKs. In primary schools, separate classroom is there for each class. In SSKs, students of four classes are bound to sit in one or two big halls. Obviously, in both cases, exceptions exist.

For construction and repairing of primary school building, fund is allotted by Sarva Shiksha Mission whereas expenditure for construction of SSKs is borne by Zilla Parishad. The BDO office looks after various issues regarding SSKs.

• BOUNDARY WALL

Many primary schools are guarded by boundary walls. But, villagers regularly enter into the school premises for taking drinking water, etc.

SSKs are usually not surrounded by boundary walls.

• SCHOOL ENVIRONMENT

For many students, school or SSK is an extension of home environment. It is more true about SSKs as these are situated in more interior rural areas, but most of the SSKs are not easily accessible. Environment is not always clean. Particularly in rainy season, pathways to reach SSKs become muddy. No attempt of beautification of

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• BOUNDARY WALL

Most primary schools are guarded by boundary walls. But villages regularly enter into the school premises for taking drinking water, etc. SSKs are mostly not surrounded by boundary walls.

• SCHOOL ENVIRONMENT

For many students, school or SSK is an extension of home environment. It is more or less about SSKs as there are situated in more interior rural areas, but most of the SSKs are not easily accessible. Environment is not always clean. Particularly in rainy season, pathways to reach SSKs become muddy. No attempt of beautification of

environment is found either in primary schools or in SSKs. There is not even a small garden anywhere.

In some cases it was observed that the villagers do feel kinship with the Primary school but closer kinship with SSKs, some Sahayikas feel that the learners and the teachers belong to the same socio-economic background and live in the same locality.

• DRINKING WATER

The surveyed Primary schools, generally have drinking water sources. These may be either Tubewell or Tap water or both. Most of the SSKs also do have own drinking water sources. Unfortunately, some schools are unable or not keen to maintain these sources properly. Then they have to fetch water from adjacent areas. For M-D-M, cleanliness and other usage, schools as well as SSKs need a lot of water daily.

• USABLE TOILET

Toilets are there in both SSKs and primary schools but whether these are usable or not – it is a big question. Neither primary schools nor SSKs have the provision for regular cleaning of toilets.

Somewhere toilets are common for both teachers and students. In other places, teachers do have separate toilets.

Many SSK students in particular, do not have toilets at home. But even in schools, many of the students do not want to use the toilets perhaps because the toilets remain dirty.

• OTHER INFRASTRUCTURE

There are benches in primary classes though in particularly lower classes, students may sit on floors. In SSKs, students are to sit on the floors as there is scarcely any bench. Both Primary & SSK students carry 'Asanas' from their homes. If they do not carry it, they are to sit on the bare, not so clean floor. A few schools offer them 'Sataranchi' also.

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Primary school classes' walls are decorated with pictures of great men. SSKs cannot boast of it.

Generally in the surveyed schools, primary schools have the privilege of electric connection. Even electric fans are there in the classrooms. Most of the SSKs are without electricity.

2. Provisions of Amenities

• IMPLEMENTATION OF MID-DAY MEAL

Students are regularly coming to Primary Schools and SSKs. Most of them belong to poor families- their parents have to go out for earning; in fact SSK students hail from poorer background.

They like the comfort of school building, togetherness among peers or friends and learning; but one most important driving force is assurance of getting Mid-Day Meal. Rice, Dal, vegetable curry, soybean curry are served. Once in a week, boiled egg is served. It can be noted that students like to take away boiled eggs to their homes for their mothers or dear ones.

Dry food is provided to the children instead of cooked meal when necessity arises. Saturday is a no-meal day. Of course, there are exceptions. There is adequate supply of rice. Money, allotted for buying all things other than rice, is meagre; it is only Rs. 3/- per head.

Members of VEC, Teachers and Sahayikas try heart and soul to feed children even if money is not available at proper time.

Drinking water is not available in some SSKs and primary schools. Cooks have to fetch water from nearby sources.

In some schools and SSKs, Teachers and Sahayikas arrange M-D-M. In other schools and SSKs, responsibilities lie with Self-Help Groups.

Cooking apparatus, condition of utensils etc. are better in primary schools. Generally, kitchens are smaller and less hygienic in SSKs.

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- **MEDICAL CAMP, HEALTH CHECK-UP & AVAILABILITY OF FIRST AID KITS IN SCHOOLS**

In primary schools, first aid kits were available. Medical camps are organised once in three months by the local primary health centre. Teachers examine the basic hygiene of the students, e.g. cleanliness of nails, hair, teeth, etc.

No such arrangements were evident in the SSKs. First aid kits were not present, nor are any medical camps for the students organised.

- **GAMES & SPORTS / CO-SCHOLASTIC ACTIVITIES**

Primary schools have a separate period allotted for games. Children participate in annual sports at circle, district and state levels. Children take up drawing, clay modeling, origami, etc.

SSKs do not have a separate period allotted for games as such. Students participate in annual sports at block level.

3. Learners' Issues under Perspective

- **SOCIO-ECONOMIC BACKGROUND OF STUDENTS**

It is found that mostly the students of Primary schools are coming from those families which have better socio-economic background with respect to SSK.

It is found that all the students of Primary schools do not take MDM whereas all the students of SSKs take MDM.

Primary school students usually eat the MDM as soon as it is served whereas students of SSKs sometimes carry food items like boiled eggs served in MDM to share them at a later time with their family members.

- **PRODUCTIVE & CREATIVE WORK BY STUDENTS**

In Primary Schools regular classes are held on productive and creative works, whereas it is found to be rarely held in SSKs.

• MEDICAL CAMP, HEALTH CHECK-UP & AVAILABILITY OF FIRST AID KITS IN SCHOOLS

In primary schools, first aid kits were available. Medical camps are organised once in three months by the local primary health centre. Teachers examine the basic hygiene of the students, e.g. cleanliness of nails, hair, teeth, etc.

No such arrangements were evident in the SSJs. First aid kits were not present, nor are any medical camps for the students organised.

• GAMES & SPORTS / CO-SCHOOLASTIC ACTIVITIES

Primary schools have a separate period allotted for games. Children participate in annual sports at circle, district and state levels. Children take up drawing, clay modelling, origami, etc.

SSJs do not have a separate period allotted for games as such. Students participate in annual sports at block level.

3. Examiners' Issues under Perspective

• SOCIO-ECONOMIC BACKGROUND OF STUDENTS

It is found that mostly the students of primary schools are coming from those families which have better socio-economic background with respect to SSJ.

It is found that all the students of primary schools do not take MIDM whereas all the students of SSJs take MIDM.

Primary school students usually eat the MIDM as soon as it is served whereas students of SSJs sometimes carry food items like boiled eggs served in MIDM to share them at a later time with their family members.

• PRODUCTIVE & CREATIVE WORK BY STUDENTS

In primary schools regular classes are held on productive and creative work whereas it is found to be rarely held in SSJs.

- **DUAL ENROLMENT IN PRIMARY SCHOOLS AND SSKs**

In some cases it was observed that, children are enrolled in both Primary Schools and SSKs, such dual enrolment is found in South 24 Parganas. Since the school timing of SSK is 7 am to 9 am, so the same child goes to SSK in morning session and goes to Primary School in day session. Here SSK plays role of a tutorial class. The children were reported to have taken MDM from both the institutions.

But in Hooghly district since the distance between SSK and Primary Schools is within two Kilometers, the above situation did not arise.

- **PRESENCE OF UNDER AGE CHILDREN IN PRIMARY SCHOOLS AND SSKs**

In the sampled Primary Schools and SSKs of South 24 Parganas, it is observed that pre primary students are enrolled. But in Hooghly district, in both cases, no pre primary students are found.

4. Teachers' Issues under Perspective

- **TEACHING CADRE IN PRIMARY SCHOOLS & SSKs**

The person responsible for teaching –learning in the Primary School is an “Assistant teacher” but in the SSK, the person is called “Sahayak/ Sahayikas”

In the primary schools, the number of teachers may vary depending upon the student strength but all the SSKs are comprised of four Sahayak/ Sahayikas including the Pradhan Sahayak / Sahayika but not more than that.

The head of the primary School is designated as “Head Teacher” whereas the “Pradhan Sahayak / Sahayika” manages the SSK.

Para-teachers and Voluntary Resource Persons are the support system in the Primary Schools and DPO, SSM provides this support. But there is no such support system available in the SSKs.

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• PRESNCE OF UNDER AGE CHILDREN IN PRIMARY SCHOOLS AND SSKS

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4. Teachers' Issues under Perspective

• TEACHING CADRE IN PRIMARY SCHOOLS & SSKS

The person responsible for teaching - learning in the Primary School is an Assistant teacher, but in the SSK, the person is called "Sahayak Sahityikas".

In the primary schools, the number of teachers may vary depending upon the student strength, but all the SSKs are comprised of four Sahayak Sahityikas including the Pradhan Sahayak Sahityika but not more than that.

The head of the primary school is designated as "Pradh. Teacher", whereas the Pradhan Sahayak Sahityika manages the SSK.

Paraleachers and Voluntary Resource Persons are the support system in the Primary Schools, and DPO, SSM provides the support, but there is no such support system available in the SSKs.

• ACADEMIC QUALIFICATION OF TEACHERS/SAHAYIKAS

The minimum qualification of a Primary teacher is “Madhyamik” for the SSK Sahayika is also “Madhyamik” which was Class-VIII two years ago. Although, most of the teachers are trained and even better qualified in the Primary Schools as surveyed but the Sahayak / Sahayikas are untrained.

The recruitment of Primary teachers follows a method under direct supervision of the DPSC but the Sahayak/ Sahayikas are locally garnered.

- **PROFESSIONAL QUALIFICATION OF TEACHERS / SAHAYIKAS (REQUIREMENT OF PRE-SERVICE & IN-SERVICE TEACHER EDUCATION)**

There was less number of teachers in SSKs than in the primary schools. The SSK teachers in general although possess HS to Graduation qualification but they neither have any regular professional training nor have any in-service training. Whereas the Primary schools have teachers from School final to Masters Degree holders and most of them are professionally trained and receive in-service training regularly.

After class room observation, it has been seen in general that the teaching –learning of Primary school classes are more methodical than the classes of the SSK.

- AGE OF ENTRY IN PROFESSION

In case of primary schools, the minimum age of employment of teachers is 18 years as for General Caste, the maximum age limit being 40 years. For SC / ST candidates, the age of getting employment ranges from 18 years to 45 years.

As regards to Sahayikas, the minimum age of being engaged as a Sahayika / Sahayak is 40 years in case of General Caste. For SC / ST, there is age relaxation for 5 years.

- CHALLENGES FACED BY TEACHERS / SAHAYIKAS (ENGAGEMENT IN NON-ACADEMIC ACTIVITIES)

Teachers of primary schools are engaged in non-academic activities like Census 2011 (45 days in a year) and electoral roll revision (60-75days in a year).

The Sahayikas of the SSKs are not involved in any such activity.

• ACADEMIC QUALIFICATION OF TEACHERS \ SAHAYIKAS

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After class room observation, it has been seen in general that the teaching-learning of primary school classes are more methodical than the classes of the SSK.

• AGE OF ENTRY IN PROFESSION

In case of primary schools, the minimum age of employment of teachers is 18 years as for General Caste, the maximum age limit being 40 years. For ST candidates the age of getting employment ranges from 18 years to 43 years.

As regards to Sahayikas, the minimum age of being engaged as a Sahayik \ Sahayika is 40 years in case of General Caste. For SC \ ST, there is age relaxation for 5 years.

• CHALLENGES FACED BY TEACHERS \ SAHAYIKAS (ENGAGEMENT IN NON-ACADEMIC ACTIVITIES)

Teachers of primary schools are engaged in non-academic activities like (from 2011-12) 45 days in a year) and electoral roll revision (60-75 days in a year).

The Sahayikas of the SSKs are not involved in any activity.



14501

5. Miscellaneous Issues under Perspective

- **CLOSENESS OF PRIMARY SCHOOLS AND SSKs**

In the district of South 24 Parganas, both Primary School and SSK are situated in the same municipality area and within walking distance. But in Hooghly district, sampled Primary Schools and SSKs are situated in two different villages, within 2 Kilometers.

- **ADMISSION PROCEDURE IN PRIMARY SCHOOLS AND SSKs**

The surveyors reported that no admission form is filled up at the time of admission, only names are enlisted in the admission register in some SSKs. In primary Schools, however in both the districts, a procedure is followed. The admission forms are collected by the guardians from the school and they fill it up, after that the children are admitted.

LIMITATIONS OF THE STUDY

The study was completed within a very short period of time which limited the size of the sample.

There remains further scope for analysis of the data presented in this report.

All the issues may not have been covered in this short span which requires the study to be conducted on a larger scale.

LIBRARY
SCHOOL
HOOGHLY



2. Miscellaneous Issues under Perspective

• CLOSENESS OF PRIMARY SCHOOLS AND SSKs

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• ADMISSION PROCEDURE IN PRIMARY SCHOOLS AND SSKs

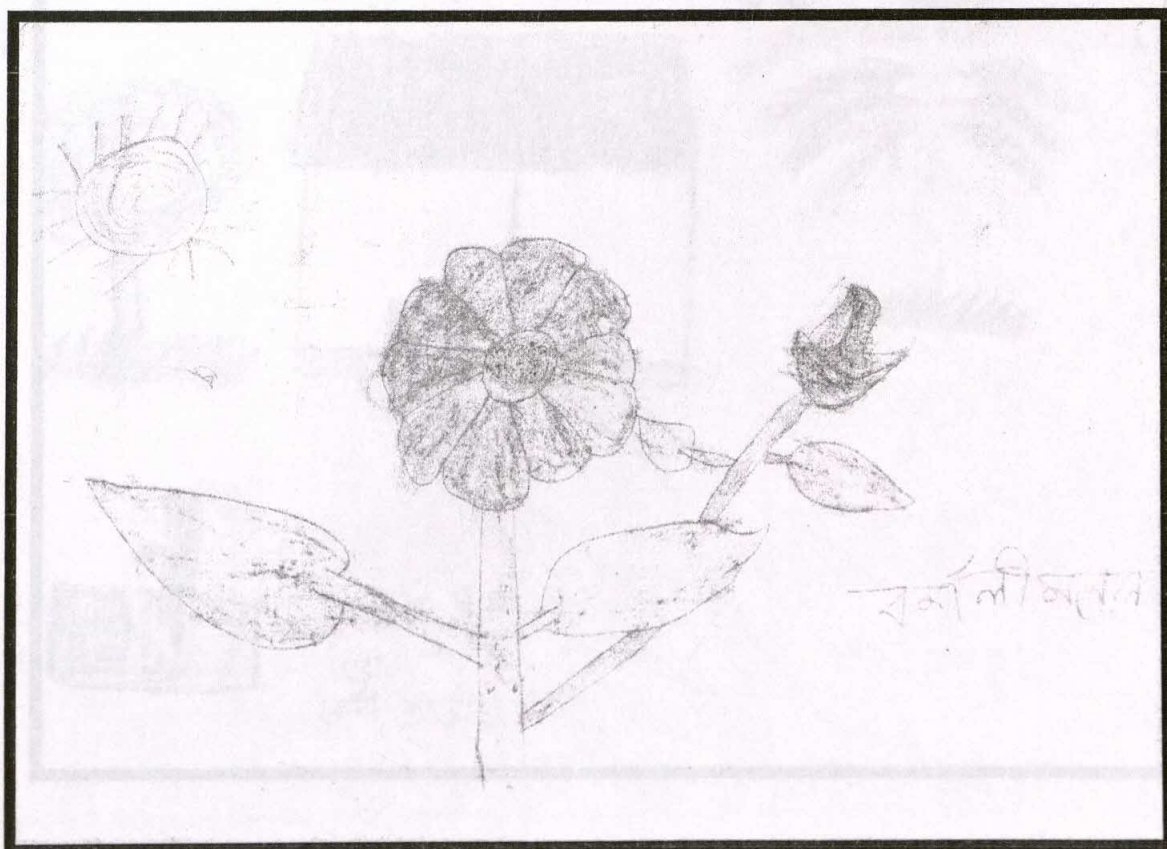
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LIMITATIONS OF THE STUDY

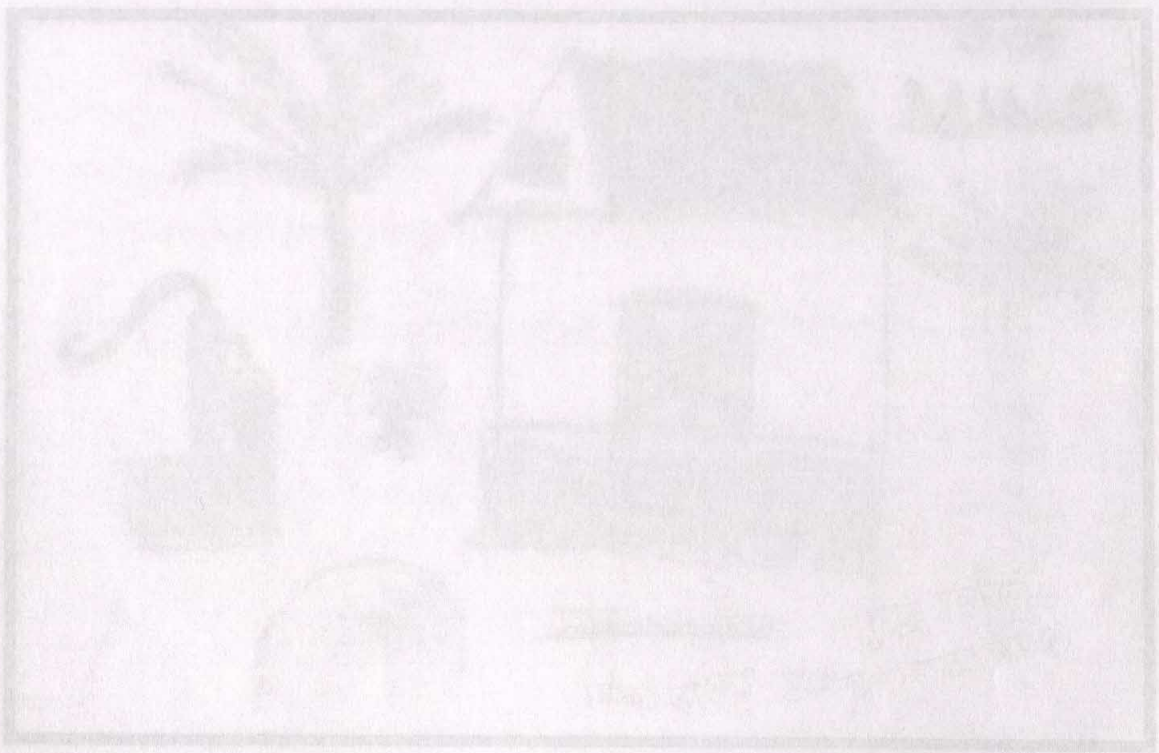
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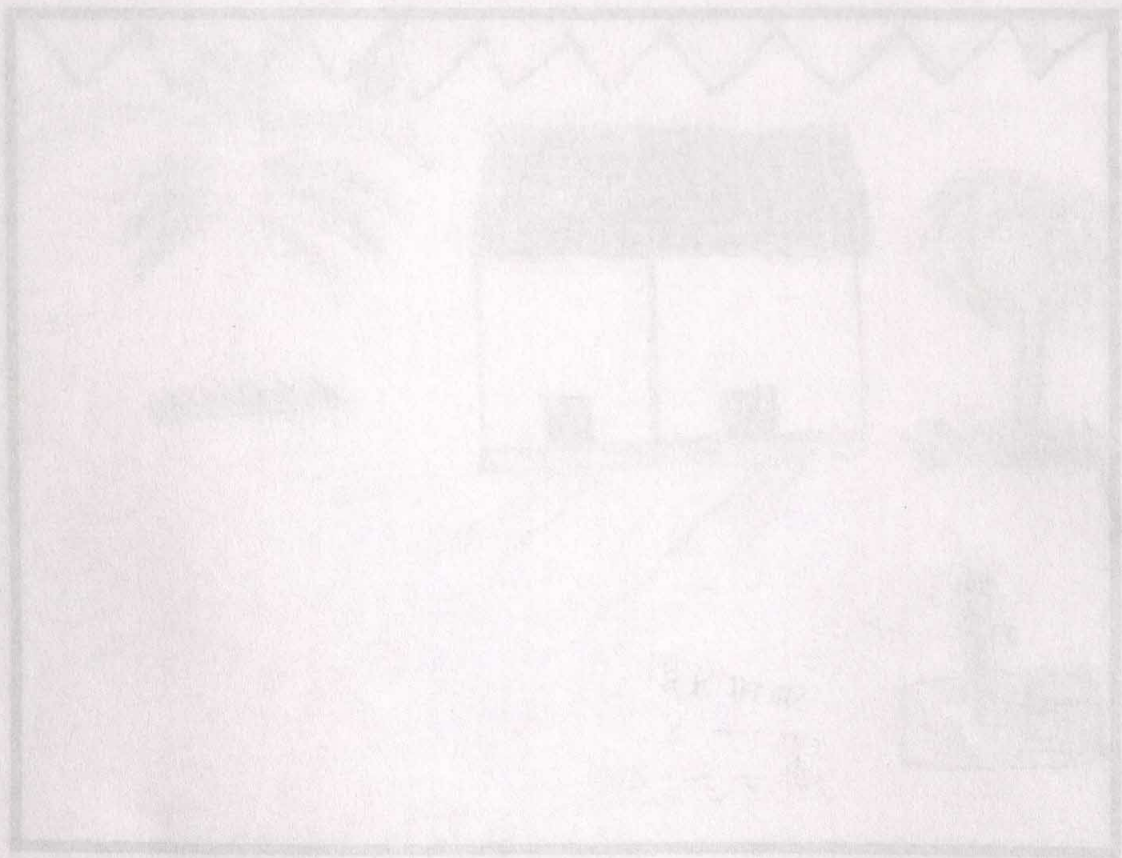
UNIVERSITY OF CALICUT
SCHOOL OF DISTANCE EDUCATION
KALAMANGALAM



THE HOUSE OF THE FUTURE

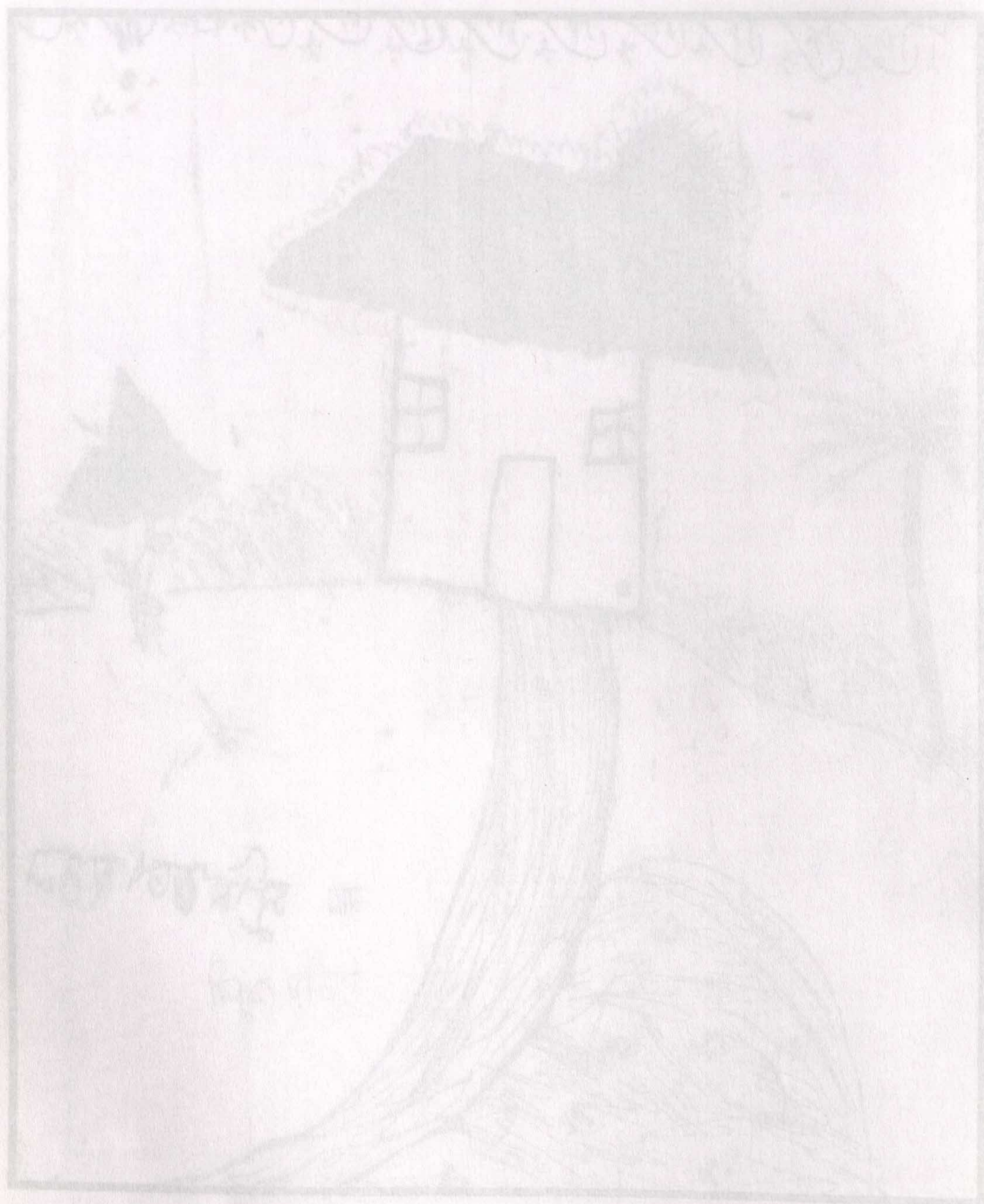






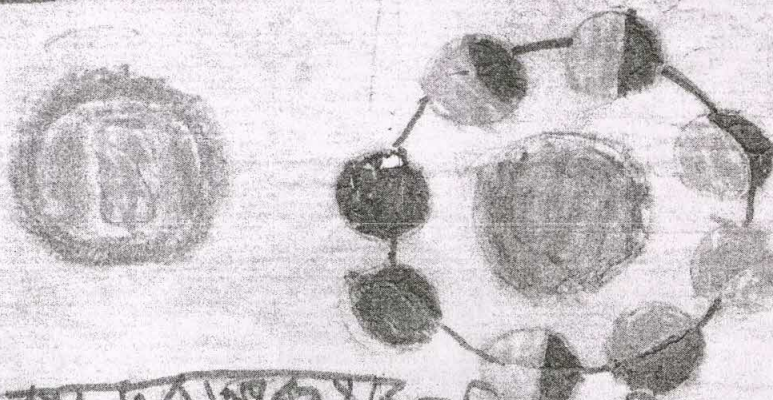


মায়া সুমিত্রা বসু
তৃতীয় শ্রাবণ

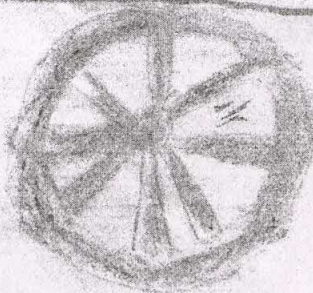




স্বাভাবিকতা ও সাময়িক

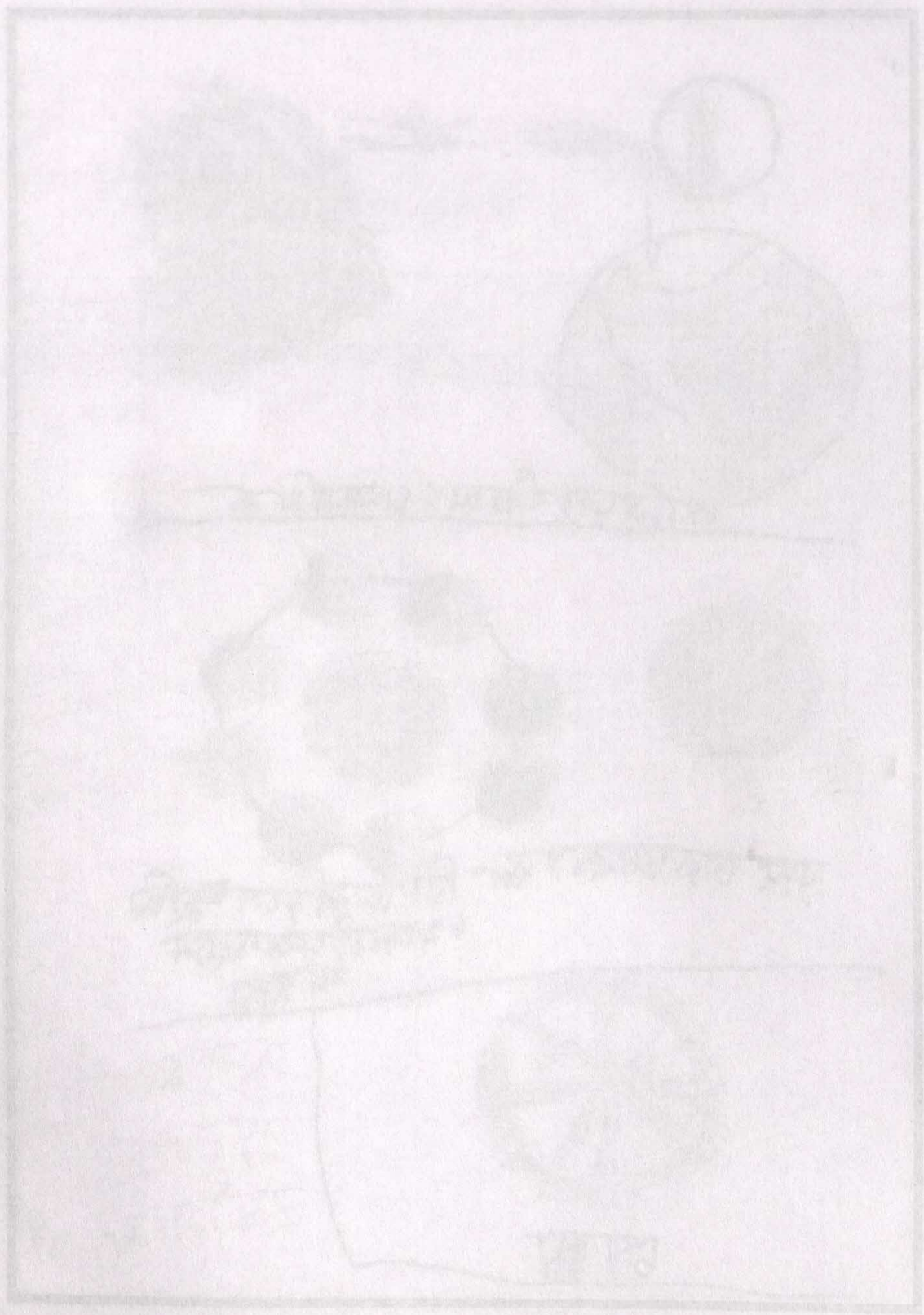


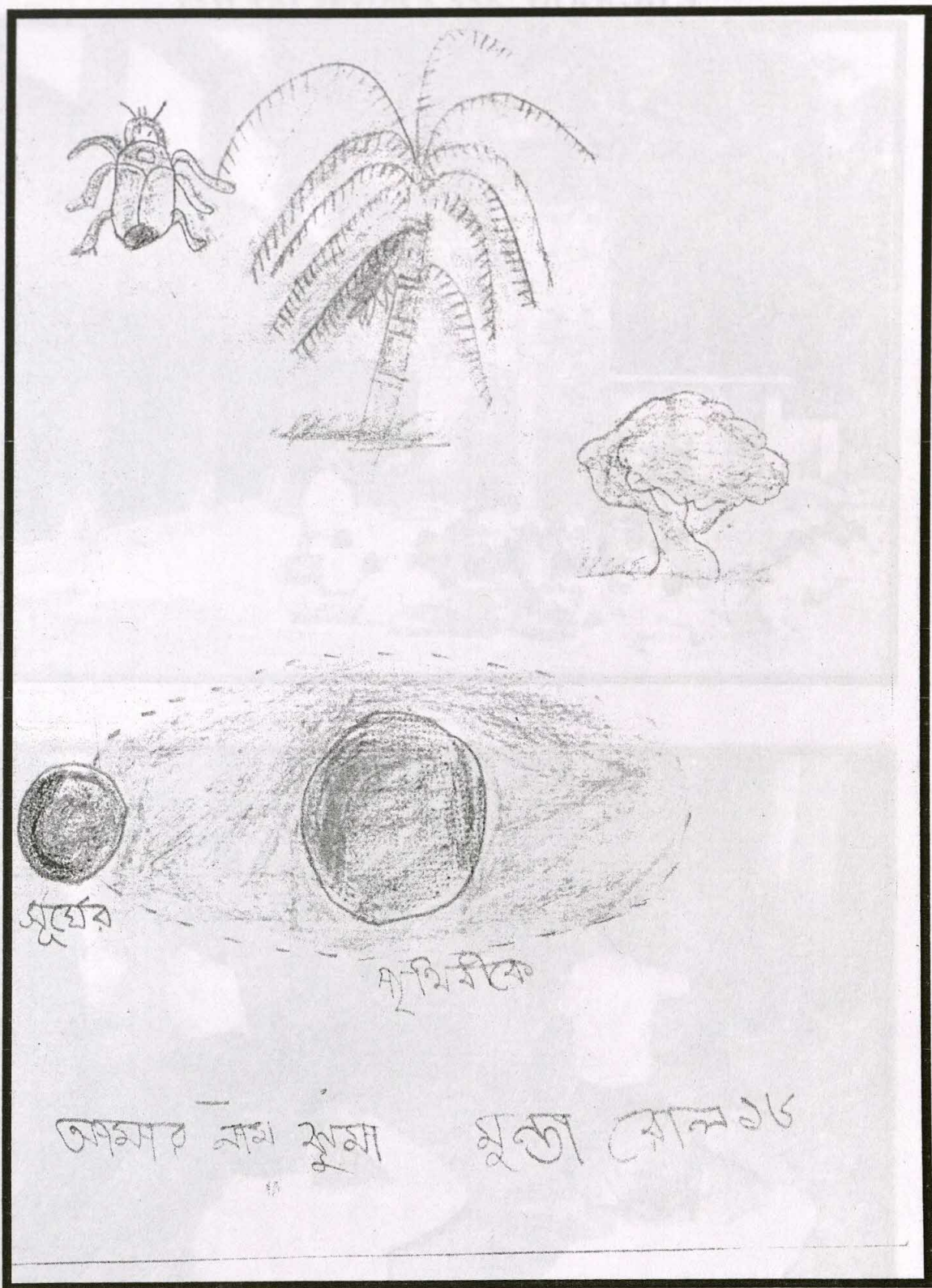
স্বাভাবিকতা ও সাময়িক
 চিত্র বৃত্তে স্থিতি
 'মকেচা' দ্বারা স্থাপন
 দেওয়া

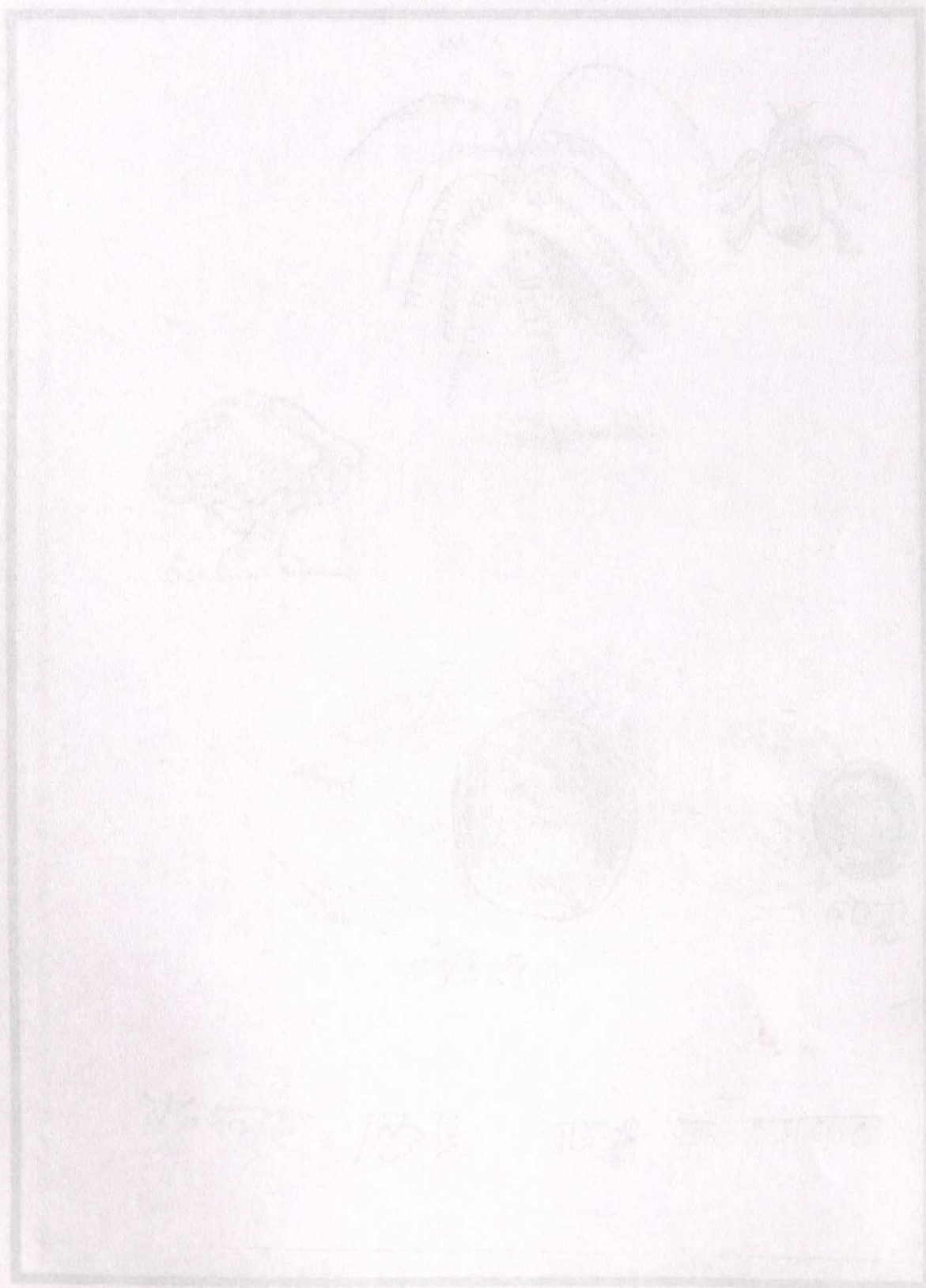


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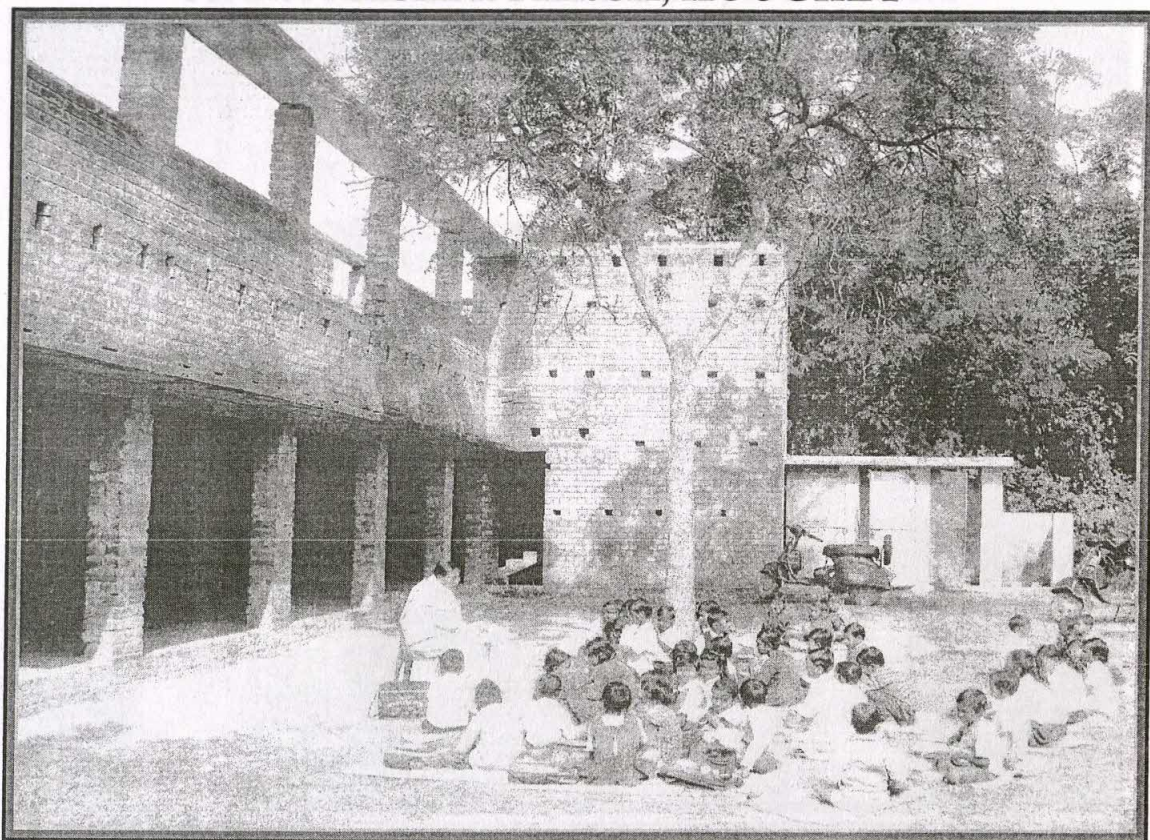
সুখাশ্রম
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 হতীমাকো







THE ISWARCHANDRA SSK, HOOGHLY



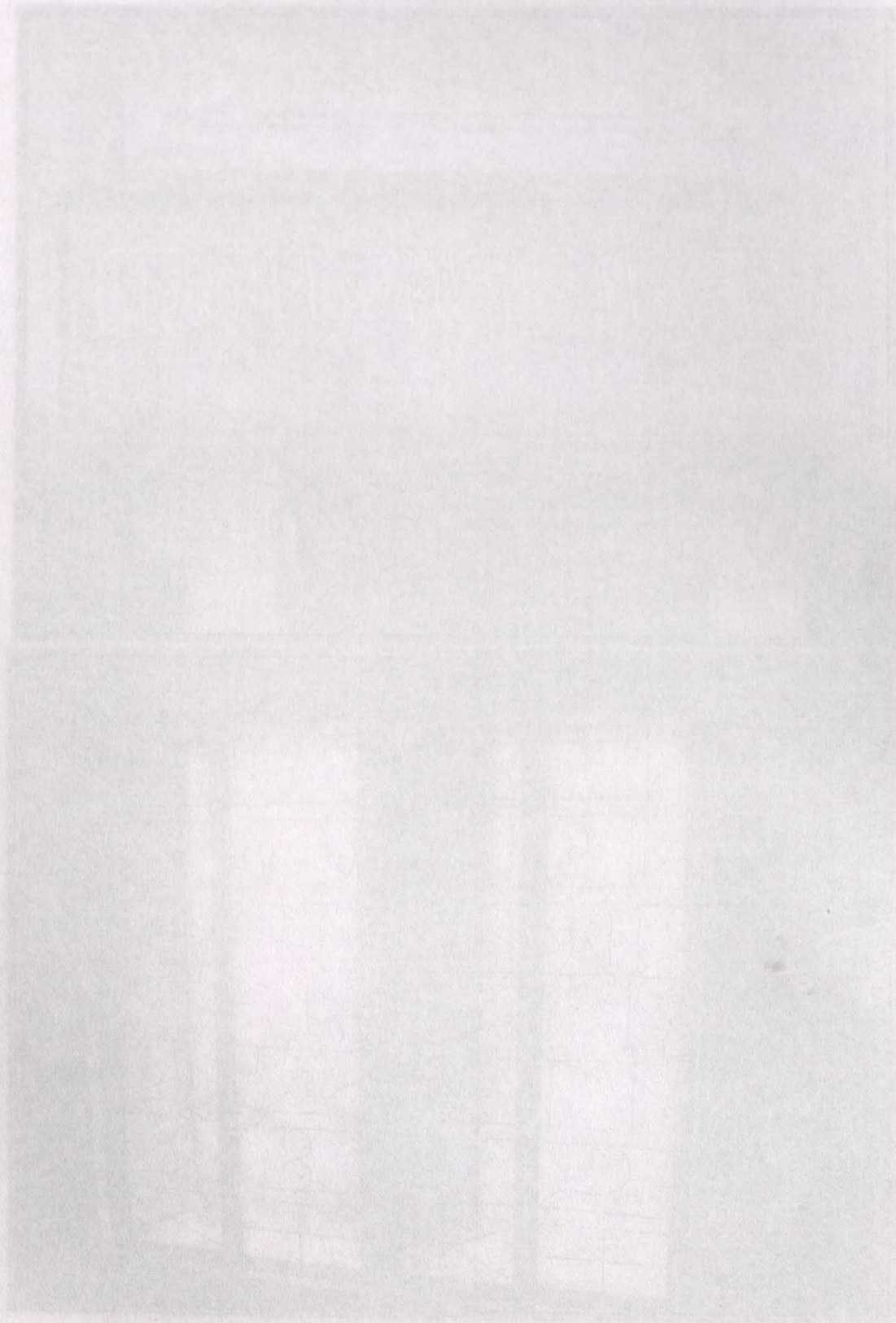
ISWARCHANDRA SSK, HOOGHLY



TINNA PRIMARY SCHOOL, HOOGHLY



TINYA PRIMARY SCHOOL HOODLEY



ANNEXURE-I

COMPARISON BETWEEN PRIMARY SCHOOLS & SSKs

Information to be collected from Heads of the Institutes about Schools / Kendras / Teachers / Sahayikas

1. Name of the Primary School / SSK and Address

.....

.....

2. a) School / Kendra starts at

b) School / Kendra closes at

3. Total number of teachers :

Male

Female

Regular

Parateacher

VRP

Sahayika

Others

4. Total number of students (class wise)

Class	Boys	Girls	Total	No. of underage children	No. of overage children
I					
II					
III					
IV					
TOTAL					

COMPARISON BETWEEN PRIMARY SCHOOLS & SSKs

Information to be collected from Heads of the Institutions about
Schools / Kendriya / Teachers / Sahayaks

1. Name of the Primary School / SSK and Address

2. a) School / Kendriya status of

b) School / Kendriya status of

3. Total number of teachers

Male

Female

Regular

Part-time

Sabbatical

4. Total number of students (class wise)

Class	Boys	Girls	Total	No. of underage children	No. of overage children
I					
II					
III					
IV					
TOTAL					

5. Total number of students (category wise) at the given distances from the School / Kendra

Class	SC	ST	OBC	Muslims
I				
II				
III				
IV				
TOTAL				

6. Number of students present on the day of visit

Class	Boys	Girls	Total
I			
II			
III			
IV			
TOTAL			

7. Number of teachers present on the day of visit

8. Pupil Teacher Ratio (PTR)

9. a) Number of classrooms

b) Student Classroom Ratio (SCR)

10. PROFILE OF TEACHERS / SAHAYIKAS:-

Name of the teacher / Sahayika	Educational Qualification	Professional Qualification	Teaching Experience	In-service training received in 2009-10	
				Topic	Duration

5. Total number of students (category wise)

Class	SC	ST	OBC	Minorities
I				
II				
III				
IV				
TOTAL				

6. Number of students present on the day of visit

Class	Boys	Girls	Total
I			
II			
III			
IV			
TOTAL			

7. Number of teachers present on the day of visit

8. Pupil Teacher Ratio (PTR)

9. a) Number of classrooms

b) Student Classroom Ratio (SCR)

10. PROFILE OF TEACHERS \ SAHAAYIKAS

Name of the teacher / Sahaayika	Educational Qualification	Professional Qualification	Teaching Experience	In-service training received in 2002-10

11. Number of Teachers / Sahayikas residing at the given distances from the School / Kendra

Within 1 km More than 1 km, less than 3 km

More than 3 km, less than 10 km Beyond 10 km

12. Does the School / Kendra have a pre-primary section? Yes No

13. If yes, number of students in the pre-primary section

14. a) Are the Teachers / Sahayikas engaged in non-academic activities during the current session (2010-11) like electoral roll revision, Census 2011, etc.?

Yes No

b) If yes, the details may be provided in the table given below:-

Name of Teacher / Sahayika	Non-academic activity	No. of days in a year on which engaged

(Signature in full of Head Teacher / Teacher-in-charge / Pradhan Sahayika with Official Seal)

11. Number of Teachers / Sahayikas residing at the given distances from the School / Kendra

Within 1 km

More than 1 km, less than 3 km

More than 3 km, less than 10 km

Beyond 10 km

12. Does the School / Kendra have a pre-primary section? Yes No

13. If yes, number of students in the pre-primary section

14. a) Are the Teachers / Sahayikas engaged in non-academic activities during the session (2010-11) (fill optional till revision, Census 2011, etc.)

Yes No

b) If yes, the details may be provided in the table given below:

Name of Teacher / Sahayika	Non-academic activity	No. of days in a year on which engaged

(Signature in full of Head Teacher / Teacher-in-charge / Teacher Sahayika with Official Seal)

B) CLASSROOM OBSERVATION**OBSERVATION SCHEDULE****A) OBSERVATION OF PRIMARY SCHOOL / SSK**

1. Name of the Primary School / SSK and Address

.....

Always

Sometimes

Never

.....

2. Is the teacher / Sahayika angry during classroom interaction?

Always

Sometimes

Never

.....

3. Do the children confide in the teacher / Sahayika?

2. a) School / Kendra starts at

b) School / Kendra closes at

3. Is MDM supplied regularly at the School / Kendra?

Yes

☐

No

☐

4. Is the MDM served by the teachers / Sahayikas?

Yes

☐

No

☐

5. Does the School / Kendra have play time?

Yes

☐

No

☐

6. Is the School / Kendra clean?

Yes

☐

No

☐

7. Is there any story telling in the School / Kendra?

Yes

☐

No

☐

8. Does the School / Kendra have a toilet for the students?

Yes

☐

No

☐

9. Is the School / Kendra easily accessible?

Yes

☐

No

☐

OBSERVATION SCHEDULE

A) OBSERVATION OF PRIMARY SCHOOL /SSK

1. Name of the Primary School /SSK and Address

2. a) School / Kendra starts at

b) School / Kendra closes at

3. Is MDM supplied regularly at the School / Kendra?

4. Is the MDM served by the teachers / Sahayikas?

5. Does the School / Kendra have play time?

6. Is the School / Kendra clean?

7. Is there any story telling in the School / Kendra?

8. Does the School / Kendra have a toilet for the students?

9. Is the School / Kendra easily accessible?

B) CLASSROOM OBSERVATION

Name of the teacher / Sahayika

Class observed Subject taught

1. Does the teacher / Sahayika participate in plays / games? Yes ☐ No ☐
2. Does the teacher / Sahayika smile during classroom interaction?
Always ☐ Sometimes ☐ Never ☐
3. Is the teacher / Sahayika angry during classroom interaction?
Always ☐ Sometimes ☐ Never ☐
4. Do the children confide in the teacher / Sahayika?
Always ☐ Sometimes ☐ Never ☐
5. Does the teacher / Sahayika use toys / pictures during teaching?
Always ☐ Sometimes ☐ Never ☐
6. Does the teacher / Sahayika use examples while teaching? Yes ☐ No ☐
7. Does the teacher / Sahayika use the blackboard?
Always ☐ Sometimes ☐ Never ☐
8. How does the Teacher / Sahayika teach?
Remain standing ☐ Move around ☐ Sit on a chair ☐
9. Does the teacher / Sahayika participate in singing? Yes ☐ No ☐
10. Does the teacher / Sahayika participate in dancing? Yes ☐ No ☐

B) CLASSROOM OBSERVATION

Name of the teacher / Sahayika :

Class observed : Subject taught :

1. Does the teacher / Sahayika participate in plays / games? Yes ☐ No ☐

2. Does the teacher / Sahayika smile during classroom interaction?

Always ☐ Sometimes ☐ Never ☐

3. Is the teacher / Sahayika angry during classroom interaction?

Always ☐ Sometimes ☐ Never ☐

4. Do the children confide in the teacher / Sahayika?

Always ☐ Sometimes ☐ Never ☐

5. Does the teacher / Sahayika use toys / pictures during teaching?

Always ☐ Sometimes ☐ Never ☐

6. Does the teacher / Sahayika use examples while teaching? Yes ☐ No ☐

7. Does the teacher / Sahayika use the blackboard?

Always ☐ Sometimes ☐ Never ☐

8. How does the Teacher / Sahayika teach?

Remain standing ☐ Move around ☐ Sit on a chair ☐

9. Does the teacher / Sahayika participate in singing?

Yes ☐ No ☐

10. Does the teacher / Sahayika participate in dancing?

Yes ☐ No ☐

11. Does the teacher / Sahayika participate in drawing pictures? Yes ☐ No ☐

12. Is there any group activity in the class? Yes ☐ No ☐

C) GENERAL OBSERVATIONS

1. Implementation of Mid-day Meal Scheme –

2. Cleanliness of the School / Kendra –

3. Classroom transaction –

4. General environment of the school / Kendra –

5. Interpersonal relationships between teachers and students -

(Signature in full of observer)

11. Does the teacher / Sahayika participate in drawing pictures? Yes ☐ No ☐
12. Is there any group activity in the class? Yes ☐ No ☐

C) GENERAL OBSERVATIONS

1. Implementation of Mid-day / Meal Scheme
2. Cleanliness of the school / Kandra
3. Classroom transaction
4. General environment of the school / Kandra
5. Interpersonal relationships between teachers and students

(Signature in left of observer)

শিক্ষার্থীদের জন্য সাধারণ প্রশ্নাবলি

- ১। তোমার নাম কী ?
- ২। তোমার মায়ের নাম কী ?
- ৩। তোমার বাবার নাম কী ?
- ৪। তুমি যে গ্রামে থাকো তার নাম কী ?
- ৫। তুমি কোন দেশে / রাজ্যে বাস কর ?
- ৬। তোমার অঞ্চলের একটি উৎসব / পরব / মেলার নাম বল ।
- ৭। জল আমাদের কোন্ কোন্ কাজে লাগে ?
- ৮। তোমার মা কি বই পড়তে পারেন ? হ্যাঁ () না ()
- ৯। তোমার মা কি তোমার লেখাপড়ায় সাহায্য করেন ? হ্যাঁ () না ()
- ১০। তোমার স্কুলে আসতে ভালো লাগে ? হ্যাঁ () না ()
- ১১। তুমি কি স্কুলের বাথরুমে যাও ? হ্যাঁ () না ()
- ১২। তুমি কি কোচিং-এ পড়ো ? হ্যাঁ () না ()
- ১৩। তুমি কি অন্য কোনো স্কুলেও পড়ো ? হ্যাঁ () না ()
- ১৪। তুমি কি স্কুলে মিড ডে মিল খাও ? হ্যাঁ () না ()
- ১৫। না খেলে, কেন খাও না ?
- ১৬। একটা ছবি আঁকো ।
- ১৭। (যে কোন একজন বিখ্যাত ব্যক্তির ছবি দেখিয়ে) ইনি কে বল ?
- ১৮। তুমি কি গান জানো ? উত্তর হ্যাঁ হলে, শিশুকে গান করতে বলা হবে ।



ANNEXURE-IV

রাজ্য শিক্ষা গবেষণা ও প্রশিক্ষণ পরিষদ (প : ব :)

২৫/৩, বালিগঞ্জ সারকুলার রোড

কোলকাতা - ৭০০০১৯

দ্বিতীয় শ্রেণি : মৌখিক মূল্যায়ন

পূর্ণমান = ২০

১। তোমার বাংলা পড়ার বই থেকে যে কোন একটা ছড়ার প্রথম চার লাইন বল।

(বিনেদার জমিদার, বিস্কুট, তুমি কে, খুকি ও কাঠবেড়ালী, কাঁদুনি)

২। পড়ে শোনাও -

২

দুর্গারা আগে থাকত জলঙ্গীর ধারে। দুর্গার বাবা সদানন্দ নিজের জমি চাষ করতেন।
তেমন অভাব ছিল না সংসারে। সদানন্দ দুর্গাকে স্কুলে ভরতি করে দিয়েছিলেন।

৩। শিক্ষার্থীদের নীচের অংশটি পড়ে শোনানো হবে ও ছোট ছোট কয়েকটি প্রশ্ন করা হবে।

২

ইস্কুল থেকে ছাত্রছাত্রীরা পিকনিক করতে এসেছে নন্দীপুর গ্রামে। মাস্টারমশাই ও
দিদিমণিরাও আছেন। কাঞ্চন নদীর ধারে এই পিকনিক।

(ক) ছাত্রছাত্রীরা পিকনিক করতে কোথায় এসেছে ?

(খ) কোন্ নদীর ধারে এই পিকনিক হচ্ছে ?

৪। দেখে শব্দগুলো বল -

২

প্রচন্ড

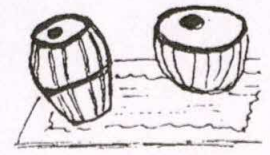
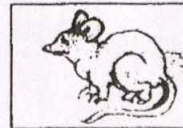
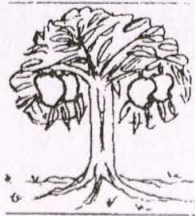
দরিদ্র

পরীক্ষা

আগ্রহ

৫। নীচের ছবিগুলো দেখে নাম বল -

২



ANNEXURE-IV

(: ୫ : ୧୨) ଲକ୍ଷ୍ମୀଙ୍କ ଲେଖନୀତ ଓ ଲେଖନୀ ଲେଖି ଚିତ୍ର

ଭାରତ ସାମ୍ବିଧାନ ଲେଖନୀତ ୨୦୧୫

୫୦୦୦୦୫ - ଅବଲମ୍ବନ

୦୫ - ଲେଖନୀ

ଲେଖନୀ ଲେଖନୀ : ଲେଖନୀ

୫ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ

୧୫

(ଲେଖନୀ ଲେଖନୀତ ଓ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ)

- ଲେଖନୀ ଲେଖନୀ

ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ
ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ

ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ

୧୫

୫ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ
ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ

୫ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ

୫ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ

- ଲେଖନୀ ଲେଖନୀ

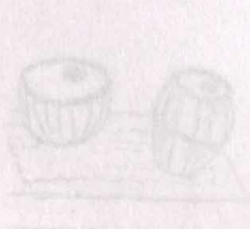
ଲେଖନୀ

ଲେଖନୀ

ଲେଖନୀ

ଲେଖନୀ

- ଲେଖନୀ ଲେଖନୀ



৬। The teacher will point out to pictures of different coloured objects and see if the student can recognise them. ২



This is a



This is a

৭। The student will be asked to recite four lines of a rhyme he / she has learnt in class II. ২

৮। শিক্ষার্থীরা নির্দেশগুলো যথাযথভাবে পালন করতে পারে কিনা, তা দেখতে হবে। ৪

- Show me your nose, please.
- Tell me your name, please.
- Come forward, please.
- Look at the blackboard, please.

৯। শিক্ষার্থীদের নীচের শব্দগুলো পড়তে বলা হবে - ২

dog

small

white

Bird

Q1. The teacher will point out to pictures of different coloured objects and see if the student can recognise them.



This is a

This is a

Q1. The student will be asked to recite four lines of a rhyme he/she has learnt in class.

Q1. শিখিত গীতের চার লাইন পড়ে বলুন।

- a) Show me your nose, please
- b) Tell me your name, please
- c) Come forward, please
- d) Look at the blackboard, please

Q1. নির্দেশিত কাজ অনুযায়ী পড়ে বলুন।

bird

white

small

dog

ANNEXURE-V

রাজ্য শিক্ষা গবেষণা ও প্রশিক্ষণ পরিষদ (প: ক)

২৫/৩, বালিগঞ্জ সারকুলার রোড

কোলকাতা - ৭০০০১৯

লিখিত মূল্যায়ন : শ্রেণি - দ্বিতীয়

পূর্ণমান - ৩০

শিক্ষার্থীর নাম :-

ক্রমিক সংখ্যা :-

১। ফাঁকা জায়গায় যুক্তবর্ণ বসিয়ে শব্দ গড়ো :-

২

আন..... শ

২। বাক্য রচনা কর -

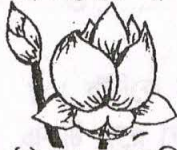
২

সুন্দর :

বৃষ্টি :

৩। ছবি দেখে নাম লেখ -

২



..... ,

৪। নিচের শব্দগুলি সঠিক জায়গায় বসানো -

২

কুটির

নিষেধ

পূর্ব

বৃক্ষ

মানা

পুব

গাছ

কুঁড়েঘর

ANNEXURE-V

(ଅ. ୨) ଲେଖନୀ ଲେଖନୀ ଓ ଲେଖନୀ ଲେଖନୀ
 ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ୨୦୧୮
 ୨୦୦୦୮ - ଲେଖନୀ

୦୦ - ଲେଖନୀ

ଲେଖନୀ - ଲେଖନୀ : ଲେଖନୀ ଲେଖନୀ

- ଲେଖନୀ ଲେଖନୀ

- ଲେଖନୀ ଲେଖନୀ

- ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ୧୫

୧୫ - ଲେଖନୀ

- ଲେଖନୀ ଲେଖନୀ ୧୫

- ଲେଖନୀ

- ଲେଖନୀ

- ଲେଖନୀ ଲେଖନୀ ୧୫



- ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ୧୫

ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ ଲେଖନୀ

ଲେଖନୀ

ଲେଖନୀ

ଲେଖନୀ

ଲେଖନୀ

৫। বিপরীত অর্থের শব্দ লেখ -

২

প্রশ্ন

হাসি

৬। ছবি দেখে ফাঁকা জায়গায় সঠিক বর্ণ বসাত।

২



flo.....er



b.....rd



t.....ee



bal.....

৭। ছবি দেখে ফাঁকা জায়গায় সঠিক শব্দ বসাত।

২



It is a



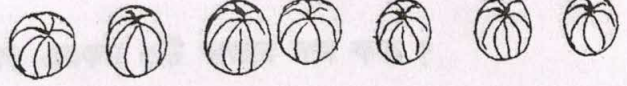
It is a

৮। ছবি গুনে ফাঁকা জায়গায় সঠিক সংখ্যাটি কথায় বসাত।

২



There are flowers.



There are balls.

৯। ছোট হরফের বর্ণগুলি পাশে লেখ।

২

G

P

W

B

১০। বাঁদিকে লেখা সংখ্যাগুলো ডানদিকে কথায় লেখা আছে। তিরচিহ্ন দিয়ে মেলাও।
একটি করে দেখানো আছে।

12

thirty-three

21

twelve

33

eight

18

twenty-one

8

eighteen

10. ନିମ୍ନ ଲେଖିଥିବା ଶବ୍ଦଗୁଡ଼ିକର ଲେଖନୀ ଲେଖ ।

..... ନିମ୍ନ ଉପର

11. ନିମ୍ନ ଲେଖିଥିବା ଶବ୍ଦଗୁଡ଼ିକର ଲେଖନୀ ଲେଖ ।



..... ଡାହାଣ ବାମ

12. ନିମ୍ନ ଲେଖିଥିବା ଶବ୍ଦଗୁଡ଼ିକର ଲେଖନୀ ଲେଖ ।



..... ଡାହାଣ ବାମ

13. ନିମ୍ନ ଲେଖିଥିବା ଶବ୍ଦଗୁଡ଼ିକର ଲେଖନୀ ଲେଖ ।



..... ଡାହାଣ ବାମ

14. ନିମ୍ନ ଲେଖିଥିବା ଶବ୍ଦଗୁଡ଼ିକର ଲେଖନୀ ଲେଖ ।

..... ଡାହାଣ ବାମ

15. ନିମ୍ନ ଲେଖିଥିବା ଶବ୍ଦଗୁଡ଼ିକର ଲେଖନୀ ଲେଖ ।

..... ଡାହାଣ ବାମ

12. twelve
 13. thirteen
 14. fourteen
 15. fifteen
 16. sixteen
 17. seventeen
 18. eighteen
 19. nineteen
 20. twenty

১১। একটি দোকানে ২৫টি লাল রঙের, ৪০টি সাদা রঙের এবং ৭৫টি ^{নীল} সাদা রঙের ঘুড়ি আছে। ঐ দোকানে মোট কটি ঘুড়ি আছে? ২

১২। একজন লোক তাঁর পুকুরে ৭৫টি মাছ ছাড়লেন। ১৯টি মাছ মরে গেল। কটি মাছ বেঁচে রইল? ২

১৩। একটি খাতার দাম ৩ টাকা, এরকম ৫টি খাতার দাম কত? ২

১৪। ২০টি মিষ্টি ৫টি বাচ্চাকে সমান ভাগে ভাগ করে দিলে এক-একজন কটি করে মিষ্টি পাবে? ২

১৫। ৫০ টাকা = দুটি টাকার নোট + পাঁচ টাকার নোট ২

$\frac{1}{2} \times \text{Area of } \triangle ABC = \frac{1}{2} \times \text{Area of } \triangle ACD$
 $\Rightarrow \text{Area of } \triangle ABC = \text{Area of } \triangle ACD$

$\therefore \text{Area of } \triangle ABC = \text{Area of } \triangle ACD$
 $\Rightarrow \text{Area of } \triangle ABC = \text{Area of } \triangle ACD$

$\therefore \text{Area of } \triangle ABC = \text{Area of } \triangle ACD$

$\therefore \text{Area of } \triangle ABC = \text{Area of } \triangle ACD$
 $\Rightarrow \text{Area of } \triangle ABC = \text{Area of } \triangle ACD$

$\therefore \text{Area of } \triangle ABC = \text{Area of } \triangle ACD$

ANNEXURE-VI

রাজ্য শিক্ষা গবেষণা ও প্রশিক্ষণ পরিষদ (প : ব :)

২৫/৩, বালিগঞ্জ সারকুলার রোড

কোলকাতা - ৭০০০১৯

তৃতীয় শ্রেণি : মৌখিক মূল্যায়ন

পূর্ণমান = ২০

১। তোমার বাংলা পড়ার বই থেকে যে কোন একটা ছড়ার প্রথম ছয় লাইন ৩
বল। (আমাদের গ্রাম, শিশুর সাধ, স্বাধীনতার সুখ, কাজের লোক, তালগাছ,
সবার আমি ছাত্র)

২। পড়ে শোনাও - ৩

রাত বেশি হবার আগে বিনুমামা ওদের নিয়ে কোয়ার্টার্সে চলে এলেন। মাঝরাতে
মামার কাঠের বাড়িটা দুলে উঠল। একটা দাঁতাল হাতি খুঁটিতে গা ঘষছে। মামা
সার্চলাইট জ্বালতেই দাঁতালটা চলে গেল। গ্রাম থেকে ভেসে আসছে চিংকার, বাজনা,
পটকা ফাটার আওয়াজ। মশালের আলোয় আলোকিত হয়েছে আকাশ।

৩। শিক্ষার্থীদের নীচের অংশটি পড়ে শোনানো হবে ও ছোট ছোট কয়েকটি প্রশ্ন করা ৪
হবে।

সুভাষচন্দ্র জনগ্রহণ করেন উড়িষ্যার কটক শহরে, ২৩ জানুয়ারী, ১৮৯৭ খ্রীষ্টাব্দে।
বাবা বিখ্যাত উকিল জানকীনাথ বসু, মা প্রভাবতী দেবী। মা ডাকেন 'সুবি' বলে।

- (ক) সুভাষচন্দ্র কোথায় জনগ্রহণ করেন ?
- (খ) সুভাষচন্দ্রের বাবার নাম কী ?
- (গ) সুভাষচন্দ্রের মায়ের নাম কী ?
- (ঘ) সুভাষচন্দ্রকে তার মা কি নামে ডাকতেন ?

৪। The student will be asked to recite four lines of a rhyme he / she has
learnt in class III. ২

৫। শিক্ষার্থীরা নির্দেশগুলো যথাযথভাবে পালন করতে পারে কিনা, তা দেখতে হবে। ৪

- a) Close your eyes, please.
- b) Show your head, please.
- c) Raise your hand, please.
- d) Clap your hands, please.

৬। শিক্ষার্থীদের নীচের বাক্যগুলো পড়তে বলা হবে -

২

The king was very happy. He ran to his palace in great joy.

৭। শিক্ষার্থীরা প্রথম চারটি ইংরাজী মাসের নাম বলবে।

২

২। ওপ চিত্র -

মোহনা

মানিক

৩। শব্দ চিত্রের সাহায্যে বাক্য গঠন কর -

(ক) মতিলালের বাক হারিয়েছিল বড়।

(খ) অবাধ গোল হয়ে কোন ছোট বোকেড।

৪। নীচের বাক্যগুলিতে 'a' ও 'an' ব্যবহার করে শূন্যস্থান পূরণ কর।

(a) This is animal.

(b) That is tree.

(c) This is onion.

8. ନିମ୍ନଲିଖିତ କ୍ରିୟାବଳୀଗୁଡ଼ିକର ସଂକ୍ଷିପ୍ତ ରୂପ ଦିଅ ।

- a) Close your eyes, please.
- b) Show your head, please.
- c) Raise your hand, please.
- d) Clap your hands, please.

9. ନିମ୍ନଲିଖିତ କ୍ରିୟାବଳୀଗୁଡ଼ିକର ସଂକ୍ଷିପ୍ତ ରୂପ ଦିଅ ।

The king was very happy. He ran to his palace in great joy.

10. ନିମ୍ନଲିଖିତ କ୍ରିୟାବଳୀଗୁଡ଼ିକର ସଂକ୍ଷିପ୍ତ ରୂପ ଦିଅ ।

ANNEXURE-VII

রাজ্য শিক্ষা গবেষণা ও প্রশিক্ষণ পরিষদ (প: ব:)

২৫/৩, বালিগঞ্জ সারকুলার রোড

কোলকাতা - ৭০০০১৯

লিখিত মূল্যায়ন : শ্রেণি - তৃতীয়

পূর্ণমান - ৩০

শিক্ষার্থীর নাম :-

ক্রমিক সংখ্যা :-

১। গুরু সম্পর্কে চারটি বাক্য লেখ -

৪

.....

.....

.....

.....

২। অর্থ লেখ -

৪

মোহনা

কিরণ

মালিক

কাছি

৩। শব্দ ঠিকমত সাজিয়ে বাক্য গঠন কর -

২

(ক) সত্যিকারের কাক হরিণের ছিল বন্ধু ।

(খ) অবাক গেল হয়ে বোন ছোট রোকেয়া ।

৪। নীচের বাক্যগুলিতে 'a' ও 'an' ব্যবহার করে শূন্যস্থান পূরণ কর ।

৩

(a) This is animal.

(b) That is tree.

(c) This is onion.

ANNEXURE-VII

(क. २) कृषि एवं पशुधन विभाग
सदर आदेशावली क्र. ३१०४
२००० - २००१

०० - आदेश

प्रति - निम्न : जमादार अर्थात्

१. जमादार

२. जमादार

३. जमादार

४. जमादार

५. जमादार

६. जमादार

७. जमादार

८. जमादार

९. जमादार

१०. जमादार

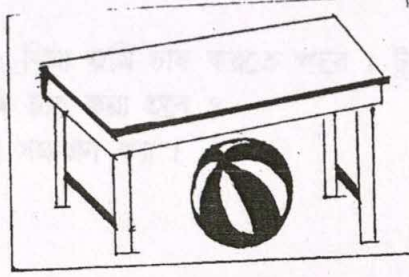
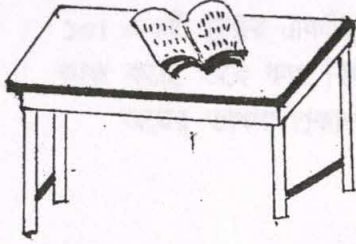
११. जमादार

१२. जमादार

१३. जमादार

৫। নীচের ছবি দেখে শূন্যস্থান পূরণ কর ।

২



(a) The book is the table.

(b) The ball is the table.

৬। সঠিক বর্ণ দিয়ে শূন্যস্থান পূরণ কর ।

২

Bo.....rd ta.....le fr.....g whit.....

৭। ফাঁকা জায়গায় সঠিক মাসের নাম লেখ -

২

a) July, _____, September

b) _____, March, April

৮। সঠিক বর্ণ দিয়ে শূন্যস্থান পূরণ করে দিনের নাম লেখ ।

১

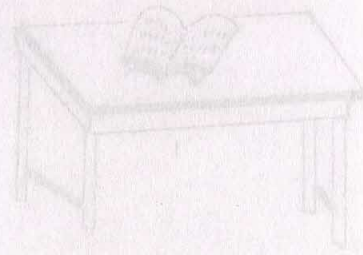
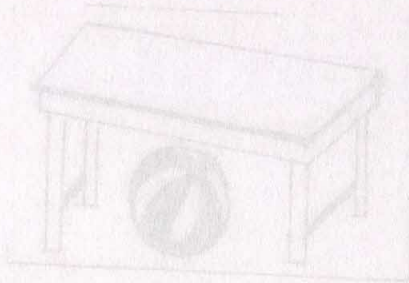
T ____ sday

৯। ৩২ জন লোক নিয়ে একটি বাস যাচ্ছিল । পথে এক জায়গায় ৮ জন লোক নেমে গেলেন । পরে আরেক জায়গায় ১২ জন নতুন লোক উঠলেন । বাসে কতজন লোক আছে ?

অঙ্কের ভাষায় প্রকাশ করে সমাধান কর ।

২

10. नीचे दिए गए वस्तुओं का नाम बताइए।



(a) The book is the table.

(b) The ball is the table.

11. नीचे दिए गए वस्तुओं का नाम बताइए।

Boat is on the water.

12. नीचे दिए गए वस्तुओं का नाम बताइए।

(a) July, September

(b) March, April

13. नीचे दिए गए वस्तुओं का नाम बताइए।

Today is Saturday.

14. नीचे दिए गए वस्तुओं का नाम बताइए।
 (a) The book is on the table.
 (b) The ball is on the floor.
 (c) The cat is on the mat.
 (d) The dog is on the grass.

15. नीचे दिए गए वस्तुओं का नाम बताइए।

১০। একটি ট্রাক্টর একদিনে ৪২ বিঘা জমি চাষ করতে পারে। ট্রাক্টরটি যদি ১২ দিন কাজ করে, তবে কত বিঘা জমি চাষ করা হবে?

অঙ্কের ভাষায় প্রকাশ করে সমাধান কর।

২

১১। একটি থলিতে ২৫ কিলো চাল ধরে। ৪৫০ কিলো চাল রাখতে এইরূপ কটি থলির প্রয়োজন হবে?

অঙ্কের ভাষায় প্রকাশ করে সমাধান কর।

২

১২। নীচের সংখ্যাগুলির মধ্যে কোনটি জোড় এবং কোনটি বিজোড়, তা সঠিক ঘরে বসাপ।

২

৪৯, ৭৬, ২৩, ১০২

জোড় সংখ্যা -

বিজোড় সংখ্যা -

১৩। বীণার বাড়ি থেকে বিদ্যালয় যেতে ১৮ মিনিট সময় লাগে, তাহলে বাড়ি থেকে বিদ্যালয় যেতে বীণার কত সেকেন্ড সময় লাগে?

২



